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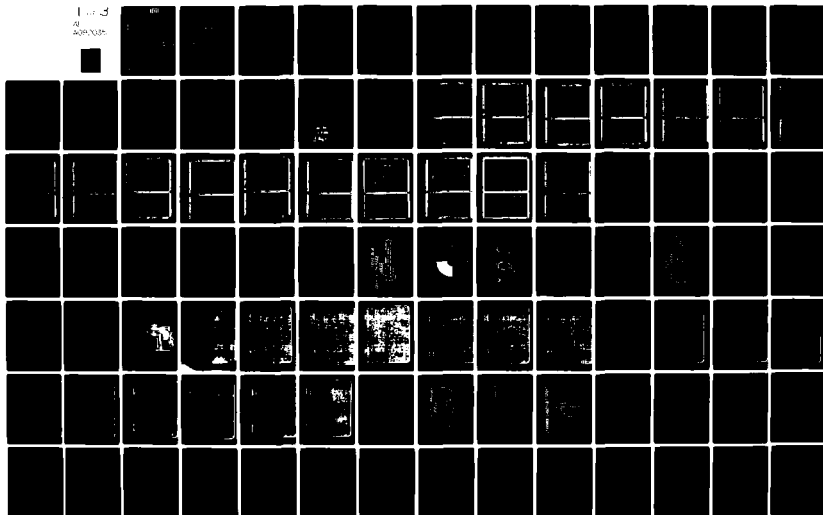
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ATTG-DOR

PROCEEDINGS OF THE 4TH CHIEFS OF ANALYSIS SEMINAR  
16-18 JULY 1980  
Hampton, Virginia

1. The fourth TRADOC Chiefs of Analysis Seminar sponsored by Occupational Research and Analysis Division (ORAD), of the Training Developments Institute (TDI), Ft. Monroe, VA was held at the Hampton Holiday Inn, Hampton, Virginia, 16 thru 18 July 1980. The major themes of this seminar was the TRADOC Basic Skills Education Program Curriculum Development Project, "Soft Skills or Extended Analysis, other Front End Analysis Alternatives" and related topics were also addressed.
2. The purpose of the Chiefs of Analysis Seminar is to provide a forum in which the TRADOC service schools chiefs of analysis can interact with their peers, the TRADOC agencies tasked with various aspects of Front End Analysis, other military services representatives, and members of the civilian community; as well as be briefed on state-of-the-art research and procedures that may be use ful to their respective schools. The presentations were not meant to reflect official TRADOC views on the subjects. The intent of these seminars is to permit the service schools and invited speakers to present their opinions on varied subjects and solicit feedback so as how to better our Job and Task Analysis efforts.
3. The seminar agenda and a list of attendees are inclosures 1 and 2, respectively.
4. Executive Summary of the Presentations:
  - a. Welcome/Opening Remarks. LTC Mark Pilgrim, Chief, Occupational Research and Analysis Division, welcomed seminar attendees, on behalf of COL Nerone, Director, TDI, to the fourth TRADOC Chiefs of Analysis Seminar. He restated the general goals of the seminar program and this seminars theme.
  - b. Basic Skills Education Program (BSEP) Curriculum Development Project Overview: Project Abstract. The existing Basic Skills Education Program, a major component of the Army Continuing Education System (ACES), will be redesigned during the next 5 years. The redesigned BSEP will provide soldiers educational skills needed to be awarded a MOS and to progress through an Army career in that specialty. The redesigned BSEP will be taught in two phases and will include four subprograms with supporting minimum competency tests and curriculum to provide soldiers the opportunity to develop the prerequisite skills. LTC Pilgrim started off the formal program with a presentation on the background and the rationale for the new, functional approach to BSEP. He outlined in general terms the four functional areas, MOS Specific Baseline Skills, Life Coping Skills, Learning Strategies, and English-As-A-Second Language. He also gave a description of what the various projects involved, how they interface, and what these will do to improve the current BSEP. In general he explained

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how the implementation is perceived and that resource implications, both monetary and manpower, are issues which ORAD is addressing now, that project concepts have been articulated in more detail. The presentation provided a "big picture" approach which was to be fleshed out by presentations on the individual project areas. Fact sheet and slides are inclosure 3.

c. Word Frequency and Criticality Analysis Project: Concept and Procedures Project Abstract. Among implementing plan actions, set forth in TRADOC Regulation 621-1, is the performance of a word frequency and criticality analysis for specially selected MOS. The ultimate purpose of the WCA is to improve soldier proficiency. By design, valid WCA will insure development of sound BSEP curricula which, in turn, will enhance soldier success in both school and unit training. Dr. Alexander Longo presented the purpose and concept of the Word Criticality Analysis project as it related to the total BSEP program. He described how the output of the project would be used as government furnished material for the BSEP contracts in order to assist the contractors in their analysis and development of curricula. He also explained the need for the rapid response of input from the schools as well as stating why the specific procedures were adopted and how the priority system had been developed. He provided some feedback on the current status of the developments. Supporting narrative and slides are inclosure 4.

d. English-as-a-Second Language (ESL) Project Abstract. ESL treats the understanding of the language and culture needed to be an effective soldier in the US Army. The emphasis is on developing skills in reading and speaking the English language and understanding the idioms peculiar to Army training and service. Equal emphasis is placed on understanding the American culture and acquiring the non-linguistic skills needed to be an effective American soldier. Dr. Ronald Spangenberg, who was instrumental in developing the initial program concept for BSEP, provided background and how the ESL program was tailored to deal with the growing numbers of soldiers who have English as their second language. He explained the working relationship with the Defense Language Institute-English Language Center (DLI-ELC) at Lackland, Air Force Base, to identify problem areas and possible training strategies for these soldiers in acquiring the functional language skills necessary to complete Initial Entry Training (IET). He described how soldiers try to get through IET using non-verbal cues, and the danger of this. It was indicated that traditional English training ignores many of the Army specific meanings and actually confuses non-native speakers. This project will overcome these problems. He also explained how ESL fits into the total program, and addresses a distinct branch for a sizable sub-set of the IET soldiers who have unique BSEP problem, ESL. Supporting narrative and slides are inclosure 5.

e. Life Coping Skills: Project Abstract. Coping skills are those competencies that enable the soldier to adapt, adjust, or otherwise successfully deal with the demands associated with Army life. These are developed in seven broad functional areas: (1) knowledge of the military system; (2) coping with personal problems; (3) coping with family problems;

(4) health education; (5) financial affairs; (6) dealing with others; and (7) civic responsibilities. These skills are normally acquired from many sources and are progressively learned throughout military service. They are common to all MOS but vary by grade. MAJ Anthony P. Sabino described the way that his project was approaching the non-MOS related causes to attrition from both IET and enlistment. He clarified how problems (ranging from financial to marital) have direct relationship to the soldiers ability to cope with Army life and when added to other BSEP problems, often result in failure. He explained that a portion of his research deals with the leaders and their ability to resolve young soldiers problems. One approach to this is to prescribe general problem solving techniques so that a soldier can transfer them to both his personal and professional life. However, traditional leadership involvement is still a major factor in their areas. Supporting narrative and slides are inclosure 6.

f. BSEP Baseline Skills Project: Project Abstract. Baseline Skills are those prerequisite competencies without which a soldier cannot be efficiently trained or perform adequately on the job. These are the reading, writing, arithmetic, and listening skills normally acquired during elementary school. These fundamental skills are assumed to be possessed by all enlistees at the time of enlistment—the initial entry training programs are based on this presumption. For example, a soldier to be trained as a Cavalry Scout (19D10) is assumed to be able to recognize whole numbers; add or subtract 3-digit numbers; and know what angles are and how to measure them. These baseline skills are required for the soldier to learn (be taught) how to convert a grid azimuth to a magnetic azimuth—an element of the critical task of land navigation. The MOS Baseline Skills may vary by MOS and MOS skill level. MAJ Robert Begland presented more of the basic rationale for the total program, having served on the BSEP Task Force. His specific topic, Baseline Skills, was presented as the major keystone for curriculum development effort that will be MOS related such that the Baseline Skills project must be as comprehensive and innovative as possible. Project development consists of a multi-phase contractual effort, which includes analysis, clustering of prerequisite, diagnostic test and design specialist. He explained the rationale for the phasing and how the Request for Proposal (RFP) was developed such that it would provide needed analysis data which would benefit the schools at the same time it was gathering data for the BSEP program. He described the scope of the project, the school involvement and overall approach. He further explained how the contract included test development and design specifications which would further aid the follow-up development efforts. He briefly touched on the research model that had been developed to support the contract, and which would be briefed by the authors later in the seminar program. Supporting narrative and slides are inclosure 7.

g. MOS Specific Baseline Skills Project: MAJ Allison described the three contractual projects, which in 15 months will conduct three different versions of the total program for six MOS. He explained how this will both allow the Army to find out if the overall Baseline Skills concepts will work in Army IET and develop approaches that will be provided to the major

developers as some proven or tried alternative approaches conducted under some different conditions. He explained that the reasons for the concurrent development of his project and Baseline Skills Analysis described by MAJ Begland were driven by the program priority, but that the feedback from the pilots would be sufficiently timely to allow proper use of the information prior to development of curricula for 100 other MOS. The program allows for the efficient time schedule and also provides very usable data to the Army even if the concepts should prove to be less than practical. Supporting narrative and slides are inclosure 8.

h. Hierarchical/Procedural Analysis Model for Prerequisite Skills (Doctors M. David Merrill, University of Southern California, Charles Reigeluth, Syracuse University). This presentation consisted of two phases. The first phase was a description of the model, the rationale for why it would be best suited for the BSEP effort and how the model included the procedures for analyzing both procedural tasks and the softer "transfer tasks". In addition it analyzes in two ways such that the procedural or execution steps are identified in the order they are done as well as the underlying knowledges that make up the total task. The efforts that went into the development of the model and the techniques used to field test the procedures were also described. These included trips to two TRADOC service schools, in which actual school analysts and SME were taken through the procedures with actual tasks. The second phase of the presentation was an interactive example, in which the presenters took on the roles of an analyst and a SME, and walked through a couple of different tasks, allowing questions and discussion during the process from the floor, to explain how and why it could or should be done for specific situations, and providing recommendations as to points at which an analyst would want to double-check or probe the SME more carefully. They concluded with comments on what the total package would include, and plans to validate the package at USA Air Defense School, Ft Bliss, in the very near future.

i. Learning Strategies: Research and Application (Dr. Harry O'Neil, Army Research Institute, Washington). Dr. O'Neil presented the rationale and theory of the current research on Learning Strategies. In the introduction of Dr. O'Neil, Dr. Larry Brown, Educational Specialist ORAD, project officer on the BSEP Learning Strategies project, explained the role of Learning Strategies in BSEP, from the perspective of such things as test wiseness, anxiety control, learning and thinking strategies. It is intended to work such learning strategies, if proven effective, into the BSEP curriculum modules, thereby providing transferable strategies that will help the soldier in other learning situations. Dr. O'Neil continued with some reports on the state-of-the-art in Learning Strategies, and the various degrees of success with different types of learners, mostly the disenfranchized, who have failed so often, they must learn to succeed before they can try. Supporting narrative and slides are inclosure 9.

j. Skill Performance Aids: Logistical Support Analysis Front End Analysis vs TRADOC Front End Analysis (Mr. John Klesch, Army Training Support Command). Based on concerns expressed by TRADOC schools about the

mismatch between the task analysis reports provided by DARCOM contractors requirements of and Training Developers, Mr. Klesch discussed the use of Logistical Support Analysis task analysis outputs. Mr. Klesch described the actual information and format of the output reports, and elicited comments on ways that a "crosswalk" or "matrix" could be worked out, such that information currently available but in a different format could be used without requiring TRADOC training developers having to reanalyze tasks. The only alternative to this would be to require the engineering contractor to sub-contract for a skilled trainer to translate it (ISA) into a compatible JTA form at a cost to the Government. The presentation was an "appetizer" to meetings scheduled later in the fall which will address equipment contractor responsibilities to training developments. Supporting narrative and slides are inclosure 10.

k. Scenario Analysis: An adjunct analysis approach for complex job functions (LTC Jimmy Mitchell, Occupational Measurement Center, Air Force Training Command). LTC Mitchell presented the results and process of an Air Force conducted analysis of ground defense role for Security Policemen. Rather than analyze tasks, an approach was adopted which combined threat analysis, collective analysis and Jury of Experts to develop a task list. The process began by surveying over 1,100 Air Force personnel of various background and type; i.e., enlisted and officer security police at middle and senior grades and Air Force staff members with combat experience from all major commands. They achieved over a 90% return in 38 days, and the information was broken into tasks, equipment and training recommendations, which they correlated across the various categories of personnel. The results were remarkable, in that very strong agreement was found to exist across all groups on the same survey items. When this information was compared to tasks, doctrine and equipment used by the Army for installation defensive operation, their's was a high correlation. This was significant since the information was developed, not from subject matter experts or analysts, but from responsible people evaluating a scenario and trying to ascertain what training would counter the threat. This approach may be used in various situations as an alternative method to capture a larger portion of a total job or mission. Supporting narrative and slides are inclosure 11.

1. Soft Skills/Extended Analysis: Chapter 9, TRADOC Pamphlet 351-4(T), JTA Handbook, (MAJ Robert Begland). MAJ Begland presented the results of what has proven to be a 15 month project, to capture the essence of "soft skills", define it and then develop an analysis procedure. The answer was so elusive, MAJ Begland reported, because he was looking for a single model that would address "soft skills" adequately. After a great deal of research and many false starts, the answer is that no single model works for all situations, that principles and outcomes must be used to optimize the approaches which are available, and that in fact, analyzing soft skills is itself a soft skill, which by definition, requires multiple solutions to be successful. He explained that the heart of the soft skill analysis will be the Extended Analysis approach to transfer tasks, briefed earlier, but that it is only the core and a number of other techniques or

approaches must be considered to capture the variable facets of complex tasks. The draft of Chapter 9 will be ready for distribution in the August/September timeframe. Supporting narrative and slides are inclosure 12.

m. Job Performance Aid for Job and Task Analysis. (Mr. Bernard Silverberg) Mr. Silverberg briefed the results of the SSP study that produced a very interesting Job Performance Aid for Job and Task Analysis, based on the Job and Task Analysis Handbook (TRADOC PAM 351-4) and had copies of the draft JPA for carry away handouts. His presentation consisted of highlighting areas of the draft while the Chiefs briefly skimmed through it and asked questions. The JPA promises to be a very useful tool for schools analysts, as it is comprehensive enough to be used as workbook in conjunction with the Handbook. It will ultimately be produced in a handy and durable format, to be used anywhere job and task analysis must be performed. Supporting slides are inclosure 13.

n. Panel Discussion (3 sections) Soft Skills, BSEP, Critical Task/Site Selection (MAJ Begland, CPT Tarr, Mr. Silverberg). The Panel discussions were organized around the above three topics, and were intended to be work and/or discussion sessions, not necessarily restricted to the specific topics, but in related areas. The sessions lasted a total of 3 hours, with a lunch break in the middle, and with some members having to depart for plane connections. However, from all indications the panels were very informative and lively, and allowed more indepth discussions on some of the presentations and this resulted in very healthy cross talk between schools and a good exchange of ideas.

o. Closing Comments and Wrap Up (LTC Pilgrim and CPT Tarr). LTC Pilgrim made a brief wrap-up which ended in a sincere request for comments on all topics and activities briefed, especially BSEP, as that would be effecting everyone quite soon; he ended by expressing his appreciation to the speakers and the attendees. CPT Tarr made some administrative comments and made a plea for school assistance in recommending topics and speakers for future seminars, especially in the area of innovative activities by the schools themselves, and thanking everyone for their cooperation and attention.

13 Incl  
as



MARK T. PILGRIM  
LTC, AR  
Chief, Occupational Research and  
Analysis Division

cf:  
Seminar Attendees (1 ea)  
Defense Technical  
Information Service (1)

16 July 1980

**FOURTH CHIEFS OF ANALYSIS SEMINAR**

**SUMMARY AND AGENDA**

**16-18 JULY 1980**

1. **THEME:** The basic theme of the Seminar is to be "BSEP; Contract Development Research and Implications for Contract Accomplishments."

2. **GENERAL TOPICS:** To facilitate the general theme and to update the chiefs on some related OR&A activities, the following topics will be addressed during the Seminar.

Hierarchical/Procedural Analysis - Techniques  
Learning Strategies  
Life Coping Skills Research  
Soft Skills/Extended Analysis  
Computer Compatible Clustering Procedures  
English-As-A-Second Language  
Critical Word Analysis  
JPA for Analysis  
RETO UPDATE (Topic included for Chiefs interest)

3. **AGENDA:** Presenters and Summaries.

**First Day:**

0815 - Registration

0900 - Welcome - COL Nerone and LTC Pilgrim

0930 - BSEP Overview: LTC Pilgrim  
This will be a status report overview of the  
TRADOC BSEP Curriculum Development Project.

1000 - Critical Word Analysis - Dr. Longo  
Presentation on purpose and school responsibilities  
and current status of the Word Criticality Analysis  
Project.

1030 - English-as-a-Second Language - Dr. Spangenberg  
A status report on this project and outline impli-  
cations for schools.

1130 - 1300 - LUNCH BREAK

- 1300 - Life Coping Skills - MAJ Sabino and MAJ Nelson  
Report on research activities and outcome of Life Coping Skills Project.
- 1400 - BSEP Baseline Skills Contract - MAJ Begland and CPT Tarr  
A report on goals of major contract, anticipated "bonus effect," school involvement and general concept of total project completion. Will include reference to SSP activity reports next day.
- 1530 - MOS Specific Baseline Skills Contracts - MAJ Allison  
A presentation on the three contracts, activities and goals for MOS on 05C, 31M, and 67N/U/V/Y series of MOS.
- 1630 - No Host Cocktail Hour - Holiday Inn

#### Second Day:

- 0830 - Hierarchical/Procedural Analysis Model - Dr. Merrill and Dr. Reigeluth  
This two phase session will consist of a presentation on the analysis model and procedures to include computer compatible format. A discussion/workshop will have schools working with some examples.
- 1130 - 1300 - LUNCH BREAK
- 1300 - Learning Strategies - Dr. Harry O'Neil  
This is a seminar in which guest speaker will present his concept on this activity and lead a discussion on its application to military environment.
- 1400 - Skill Performance Aids - Mr. Klesch  
Logistical Survey Analysis and incompatibility relationship to Job and Task Analysis. Cross over from Equipment Development Contractor to Trainer
- 1500 - Scenario Analysis - LTC Mitchell (USAF)  
An adjunct technique for analyzing "soft" jobs.

#### Third Day

- 0830 - Soft Skills/Extended Analysis - MAJ Begland  
Presentation on work being done on development of transfer task analysis.

- 0930 - JPA for Analysis - Mr. Silverberg  
Presentation of project status.
- 1030 - RETO IPR Overview - MAJ Josey  
Brief overview of RETO status.
- 1130 - 1300 - LUNCH BREAK
- 1300 - Panel Discussion - Soft Skills, BSEP, Critical Task/  
Site Selection  
A panel/seminar discussion of these topics, their  
relationship, and interaction.
- 1530 - Closing Comments, Wrap Up, Future Activities
- 1600 - Termination/Depart



ATTENDEES  
CHIEFS OF ANALYSIS SEMINAR 16 - 18 JULY 1980

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	MAJ Anthony Sabino	ATTG-DOR	680-4425
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	Dr. Larry Brown	ATTG-DOR	680-3600
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LTC Jimmy Mitchell

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Ed Ctr, McDec E03

278-2553

## FACT SHEET

DCST/TDI  
LTC Pilgrim/3600  
15 July 1980

### PURPOSE

To provide information on Basic Skills Curriculum Development Project for the Chiefs of Analysis Seminar, 16 - 18 July 1980.

### FACTS

1. The Basic Skills Education Program (BSEP) is the Army's on-duty education program for enlisted personnel deficient in basic skills. In reviewing the Army Continuing Education System (ACES) in 1979, the Assistant Secretary of the Army found that a BSEP program based on traditional academic goals was inadequate to meet the Army's need to provide functional job-related basic skills nor did it provide a functional literacy program which reflected state-of-the-art in adult education.
2. To implement the recommendations of this study, Department of Army tasked TRADOC to develop an Army specific BSEP. The Training Developments Institute (TDI) will prepare the program curricula as tasked in TRADOC Reg 621-1, Basic Skills Education Curriculum Development Project. Specific functional areas of the project are:
  - a. MOS Baseline Skills
  - b. Military Life-Coping Skills
  - c. Learning Strategy Skills
  - d. English-as-a-Second Language Skills
3. MOS baseline skills are the reading, writing and computation competencies required to absorb training and to perform effectively in an assigned MOS. The functional approach to BSEP recognizes that the presence or absence of these skills in any individual is not determined by standardized reading tests and that programs designed to raise standard test scores lack sufficient focus to bring individuals to the desired level of competency in the time available. Consequently, TRADOC proposes to develop tests and instructional materials to address specific MOS-related skills requirements based on detailed analysis of the learning requirements of each MOS.
4. Army life-coping skills are those competencies which enable the soldier to deal successfully with the day-to-day demands associated with Army life. The military already addresses many life-coping problems in separate programs (such as drug or alcohol abuse) but has never considered life-coping skills as a total educational requirement.

15 July 1980

**PURPOSE.** To provide information on Basic Skills Curriculum Development Project for the Chiefs of Analysis Seminar, 16 - 18 July 1980

An Army Life-Coping Skills Program will be developed for those trainable skills which are related to soldier effectiveness in seven functional areas:

- a. Knowledge of the military system
- b. Coping with personal problems
- c. Coping with family problems
- d. Health education
- e. Financial affairs
- f. Dealing with others
- g. Civic responsibilities

5. Learning strategy skills assist the soldiers in meeting career learning requirements by improving ability to acquire, process, store, and retrieve information. Learning strategies emphasize development of efficient and independent learners. Learning strategy skills directly impact upon soldier trainability and become more important in the Army environment which includes a requirement to employ a large number of new and complex equipment systems.

6. The English-as-a-Second Language component is aimed at developing the English language proficiency of non-native language speakers to the level required to function effectively as soldiers in the US Army. Language deficits and cultural shock have had a significant negative impact on trainability in initial entry training and also impact negatively upon job performance. Functional ESL incorporates specific language required in military training and preparation for the cultural transition to an English-speaking military environment.

7. The proposed functional Basic Skills Education Program will require:

- a. An identification of skill requirements in the various components.
- b. A learning analysis to determine the best ways of promoting learning.
- c. Pass/fail tests for identifying skill competencies.

DCST/TDI

15 July 1980

**PURPOSE.** To provide information on Basic Skills Curriculum Development Project for the Chiefs of Analysis Seminar, 16 - 18 July 1980.

d. Specific training modules to provide job and unit assignment related basic skills competencies including soldier guides, trainer guides, and management plans.

e. Trainer training programs (if needed).

f. Implementation of predetermined evaluation plan to determine how adequately program goals are achieved. Prime indicators of program success would include course attrition, field attrition, lost time and job performance.

8. TDI will be conducting this project with in-house assets, with contractors and by tasking the DLI-English Language Center.

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Life Coping Skills.....MAJ Tony Sabino (727-4425/2627)  
Learning Strategies.....Dr. Larry Brown  
MOS Baseline Skills.....CPT Ron Tarr  
3 MOS Specific Baseline Skills  
(Signal & Helicopter Repair MOS).....MAJ Mike Allison  
English-as-a-Second Language.....Dr. Ron Soanenbera



*[Signature]*  
F. A. NERONE

Colonel, Infantry  
Director, Training Developments  
Institute

BASIC SKILLS EDUCATION PROGRAM CURRICULUM DEVELOPMENT PROJECT

BRIEFING SYNOPSIS

PRESENTED AT THE ORAD CHIEFS OF ANALYSIS CONFERENCE

16 - 18 JULY 1980, HAMPTON, VIRGINIA



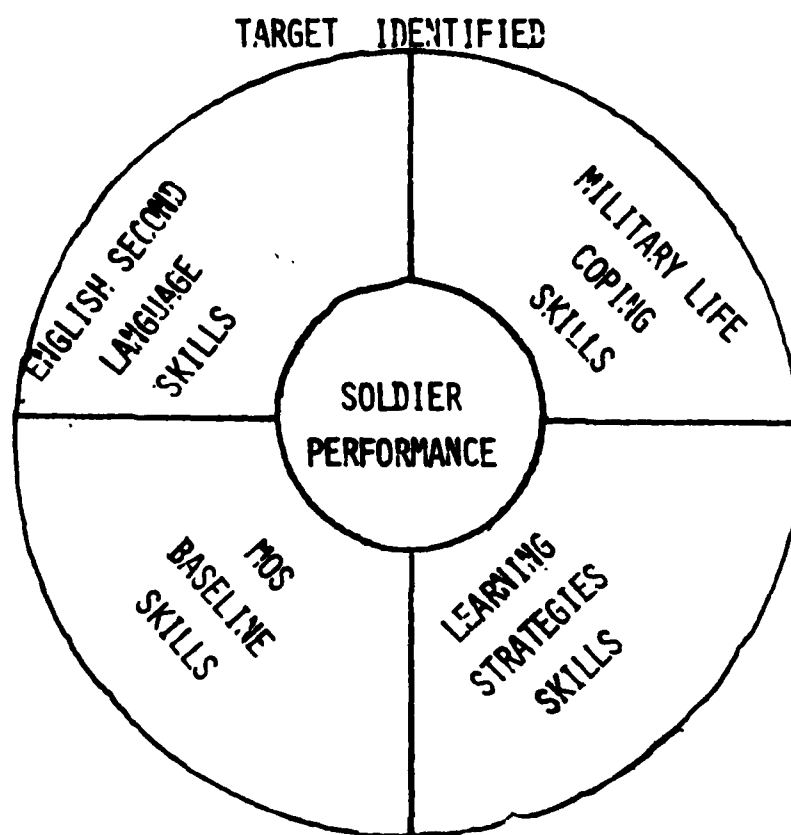
ARMY - POLICY

PROVIDE ON-DUTY, JOB RELATED  
BASIC SKILLS DEVELOPMENT FOR  
THE SOLDIER WHICH WILL IMPROVE . . .

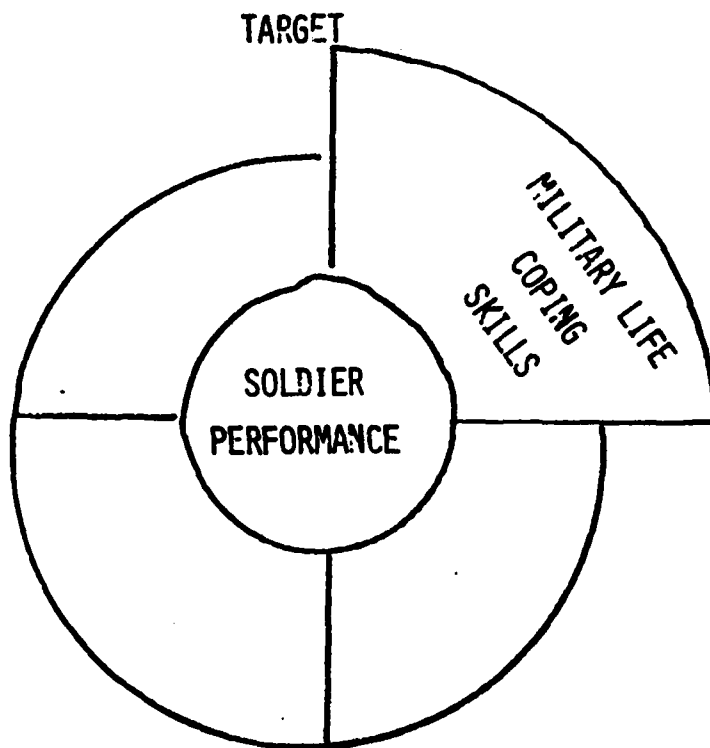
\* LIKELIHOOD OF PERFORMING SATISFACTORILY  
BOTH IN TRAINING AND ON THE JOB

\* CAPABILITY OF FUNCTIONING EFFECTIVELY  
IN THE ARMY COMMUNITY OUTSIDE THE  
IMMEDIATE WORK SETTING

THE ARMY HAS A BSEP PROGRAM RUN BY EDUCATION CENTERS WORLDWIDE.  
THE PROVIDE JOB RELATED AND ENGLISH LANGUAGE EDUCATION. HOWEVER,  
THE SECRETARY OF THE ARMY AFTER STUDYING OUR ON-DUTY EDUCATION  
PROGRAMS DIRECTED THAT A MORE FUNCTIONAL-JOB RELATED CURRICULUM  
BE DEVELOPED TO SATISFY THE GOALS OF PRESENT POLICY.



TRADOC WAS TASKED TO DEVELOPE AN ARMY SPECIFIC BSEP IN THE 4 AREAS SHOWN - IT'S A 5 YEAR PROJECT, BEING DONE IN-HOUSE, BY CONTRACT AND BY DEFENSE LANGUAGE INSTITUTE. IT WILL REPLACE THE PRESENT BSEP AND ITS MORE TRADITIONAL LITTLE RED SCHOOL HOUSE EDUCATIONAL APPROACH WITH A TRAINING PROGRAM DIRECTLY RELATED TO THE SOLDIERS MOS AND DUTY REQUIREMENTS.

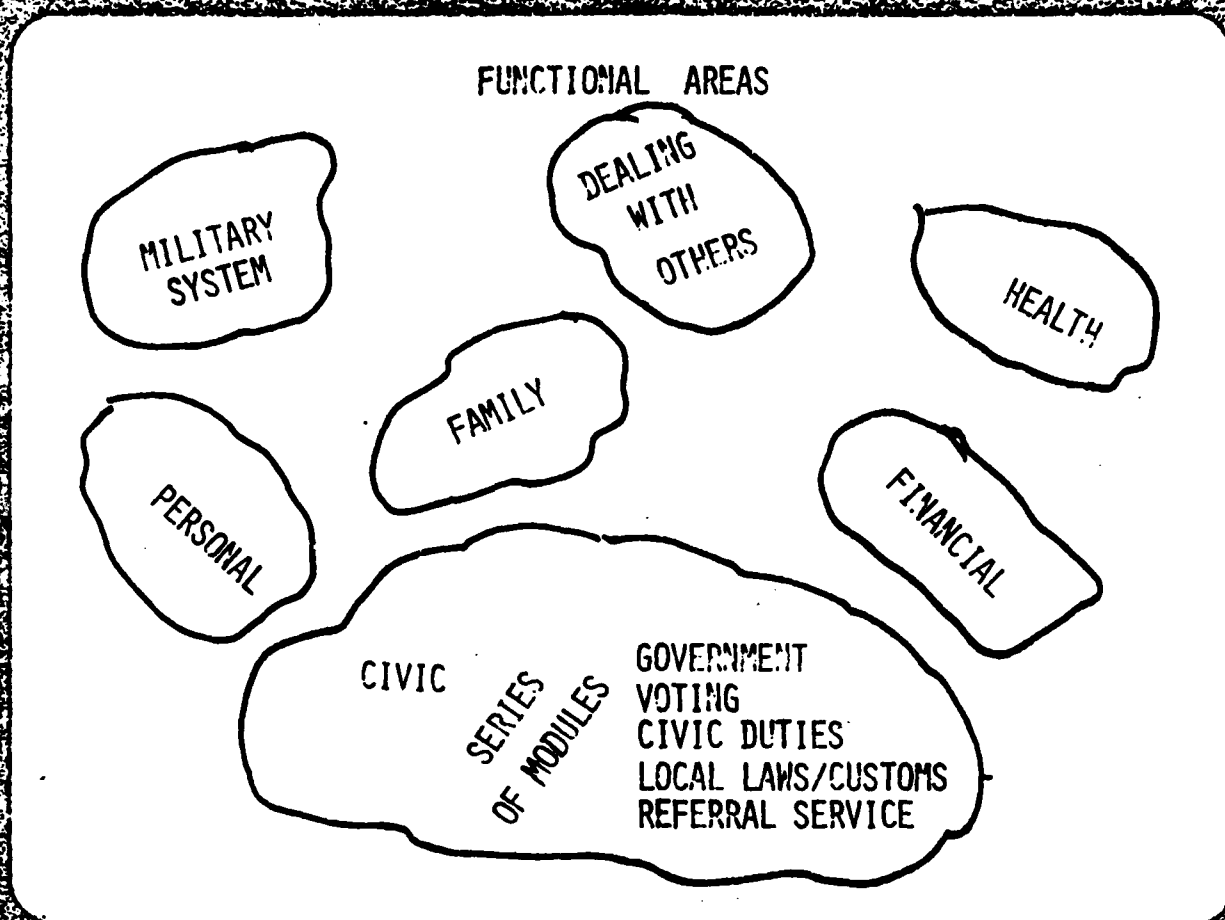


THE FIRST PROJECT AREA IS MILITARY LIFE COPING SKILLS

MILITARY LIFE  
COPING SKILLS

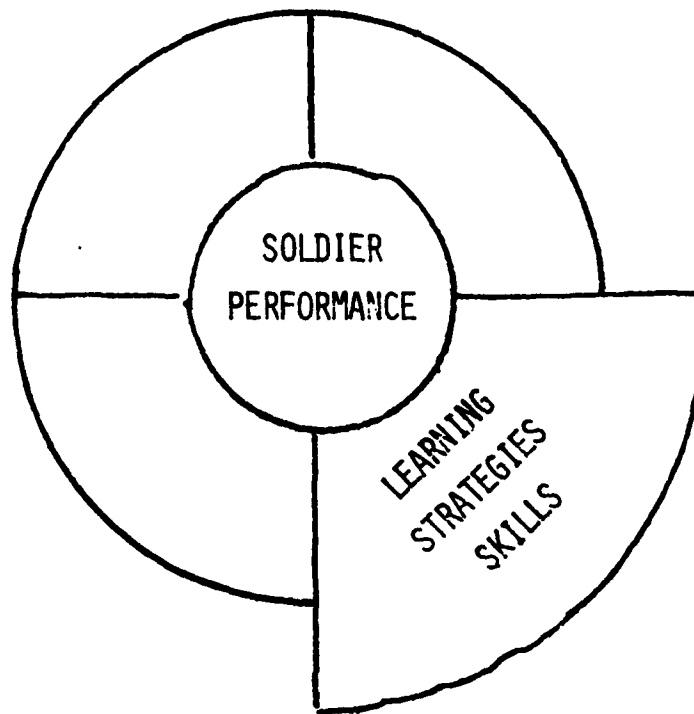
THOSE COMPETENCIES WHICH  
ENABLE THE SOLDIER TO ADAPT ...  
ADJUST ... OR OTHERWISE  
SUCCESSFULLY DEAL WITH  
DEMANDS ASSOCIATED  
WITH ARMY LIFE

WE WILL DEVELOPE CURRICULUM FOR THOSE LIFE COPING TASKS WHICH ARE TRAINABLE, AND DIRECTLY RELATED TO THE SOLDIERS JOB, HIS GENERAL DUTY ASSIGNMENT AND MILITARY LIFE EXPERIENCES HE WILL FACE. ONLY TRAINABLE SKILLS EFFECTING PERFORMANCE WILL BE ADDRESSED.



THE FUNCTIONAL AREAS SHOWN HERE WILL GUIDE OUR ANALYSIS IN IDENTIFYING TASKS TO BE TRAINED. THIS IS BEING DONE IN-HOUSE - TO ASSURE IT IS SOLDIER NEED ORIENTED AND FUNCTIONAL.

TARGET



THE SECOND AREA OF THE PROJECT IS LEARNING STRATEGIES SKILLS.  
AGAIN, THE NEEDS ANALYSIS IS BEING DONE BY TDI.

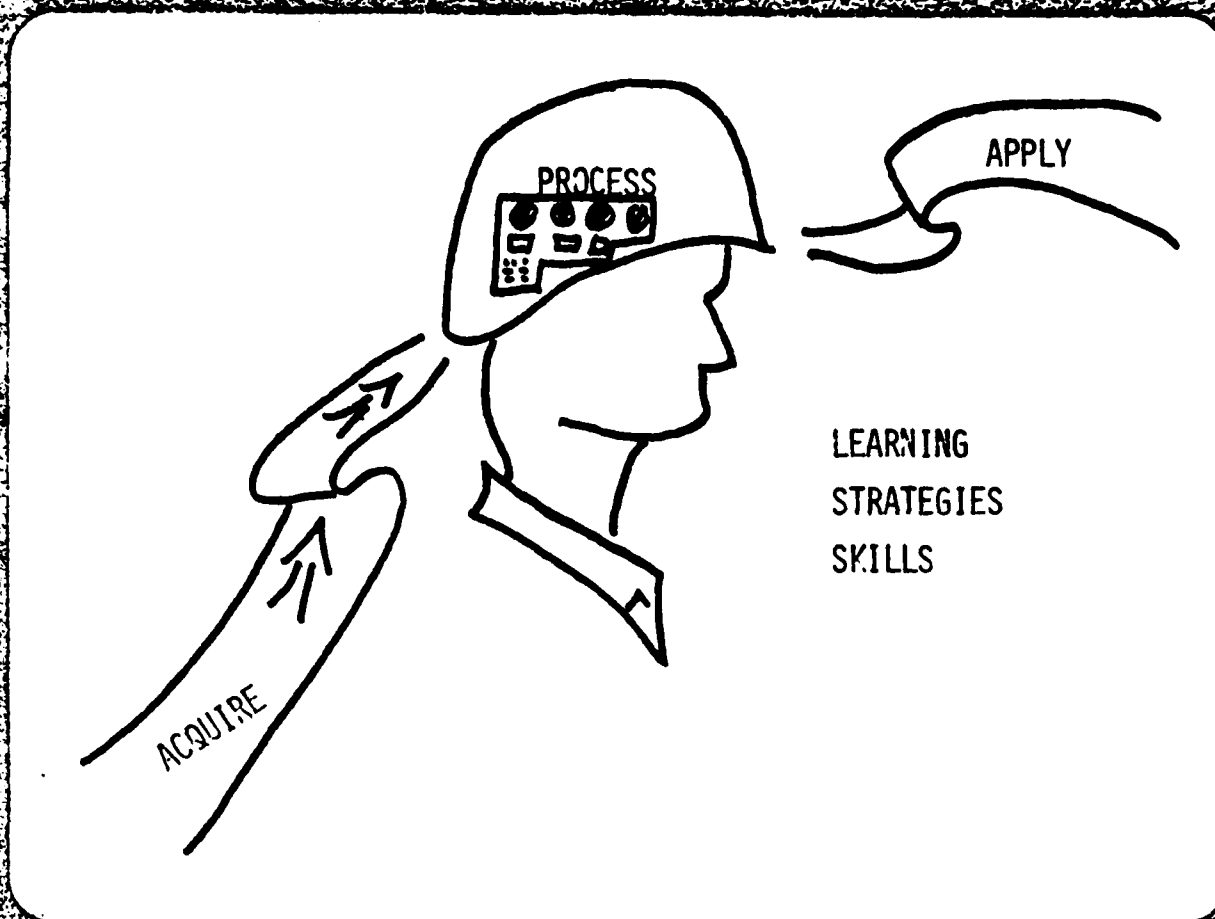
## LEARNING STRATEGIES

### SKILLS

WAYS THAT HELP ACQUIRE  
PROCESS, RETRIEVE AND  
APPLY INFORMATION

LEARNING HOW TO LEARN

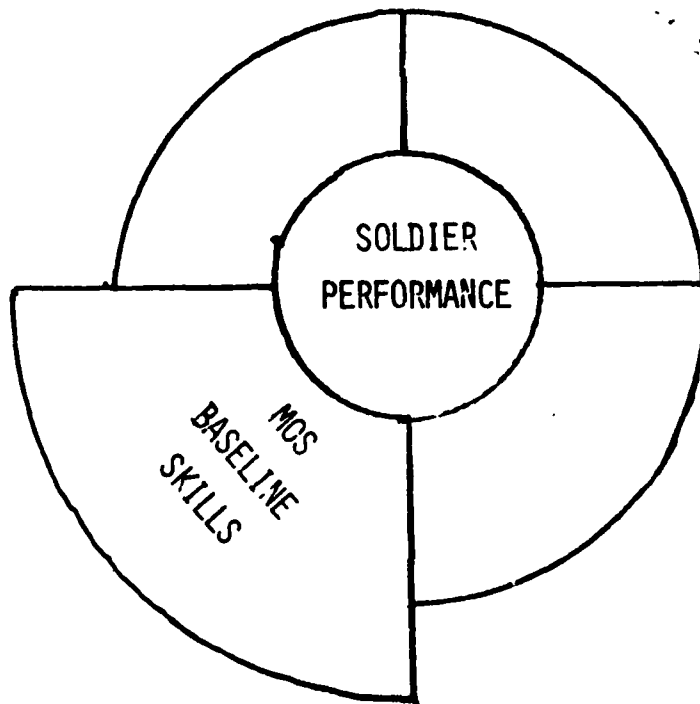
LEARNING STRATEGY SKILLS ASSIST THE SOLDIER IN MEETING CAREER LEARNING REQUIREMENTS BY IMPROVING ABILITY TO ACQUIRE, PROCESS, STORE AND RETRIEVE INFORMATION. LEARNING STRATEGIES EMPHASIZE DEVELOPMENT OF EFFICIENT AND INDEPENDENT LEARNERS.



LEARNING STRATEGY SKILLS DIRECTLY IMPACT UPON SOLDIER TRAINABILITY AND BECOME MORE IMPORTANT IN THE ARMY ENVIRONMENT WHICH INCLUDES A REQUIREMENT TO EMPLOY A LARGE NUMBER OF NEW AND COMPLEX EQUIPMENT SYSTEMS.



TARGET



THE THIRD AND LARGEST CURRICULA DEVELOPMENT PROJECT AREA IS MOS BASELINE SKILLS. THIS WILL BE A CONTRACTOR DEVELOPED EFFORT ADDRESSING BETTER THAN 100 MOS HAVING A DENSITY OF 200 OR MORE SOLDIERS AT SKILL LEVELS 1 AND 2.

MOS BASELINE SKILLS

THOSE PREREQUISITE COMPETENCIES  
WITHOUT WHICH A SOLDIER CANNOT  
ABSORB TRAINING OR PERFORM  
ADEQUATELY ON THE JOB

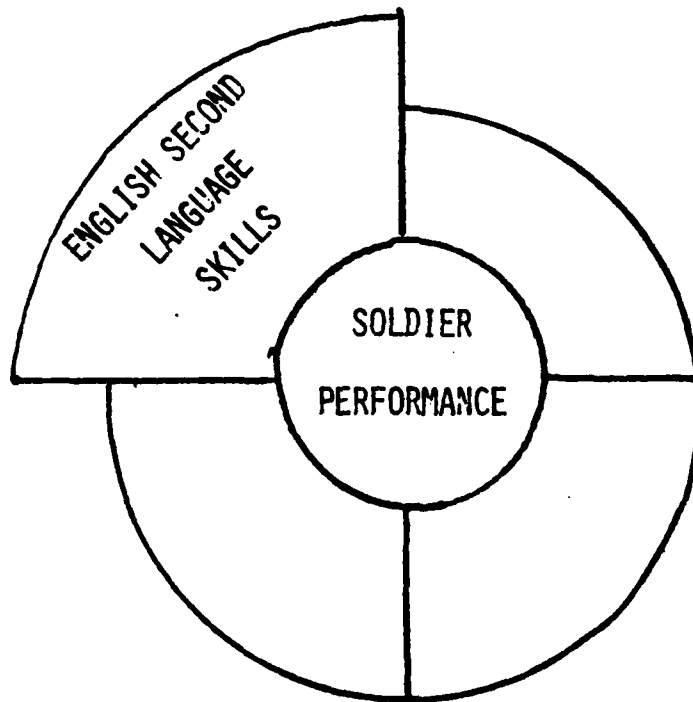
WHILE LIFE COPING AND LEARNING STRATEGIES, ARE NOT ADDRESSED BY  
THE CURRENT BSEP, THIS AREA IS. THE PRESENT PROGRAM LACKS  
SUFFICIENT FOCUS TO BRING INDIVIDUALS TO THE DESIRED LEVEL OF  
COMPETENCE IN THE TIME AVAILABLE.

## BASELINE SKILLS

LITERACY	<ul style="list-style-type: none"><li>- INDEX</li><li>- TABLE OF CONTENTS</li><li>- CHARTS AND GRAPHS</li><li>- MOS READING COMP</li><li>- FILLING OUT FORMS</li></ul>
LISTENING	<ul style="list-style-type: none"><li>- FOLLOW DIRECTIONS/ PROCEDURES</li><li>- COMPREHENDING MOS INSTRUCTIONS</li></ul>
COMPUTATIONAL	<ul style="list-style-type: none"><li>- MEASURING</li><li>- ESTIMATING</li><li>- SOLVING MOS PROBLEMS</li></ul>

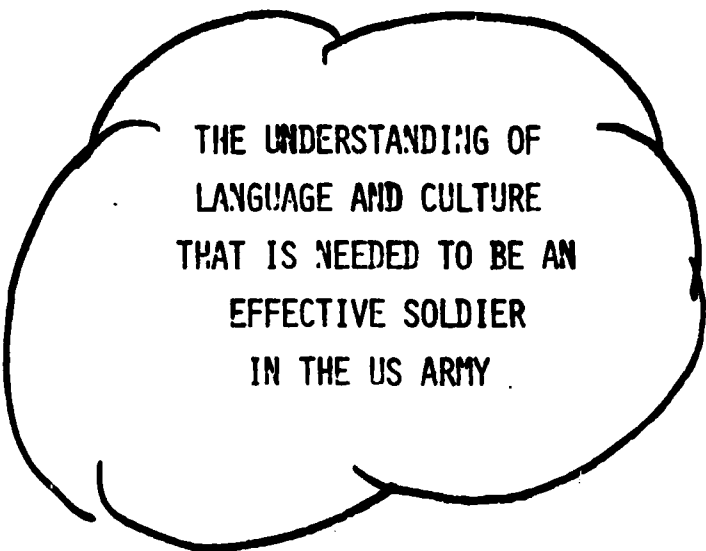
CONSEQUENTLY, TRADOC WILL DEVELOP TESTS AND INSTRUCTIONAL MATERIALS TO ADDRESS SPECIFIC MOS-RELATED SKILL REQUIREMENTS, SUCH AS THOSE ON THE SLIDE, BASED ON DETAILED ANALYSIS OF THE LEARNING REQUIREMENTS OF EACH MOS SO THAT WE CAN LIMIT TRAINING TO INDIVIDUAL SOLDIER NEEDS. WE WILL CONDUCT BASELINE SKILLS PROJECTS IN EARLY FY81 FOR TWO SIGNAL MOS AND FOUR HELICOPTER REPAIR MOS WHICH WERE CHOSEN FOR THEIR DENSITY, ATTRITION RATES AND THE DIVERSITY OF COMPETENCIES REQUIRED TO COMPLETE TRAINING. THESE DEVELOPMENTAL EFFORTS ARE REPLICAS OF WHAT WILL BE DONE FOR OVER 100 OTHER MOS.

TARGET



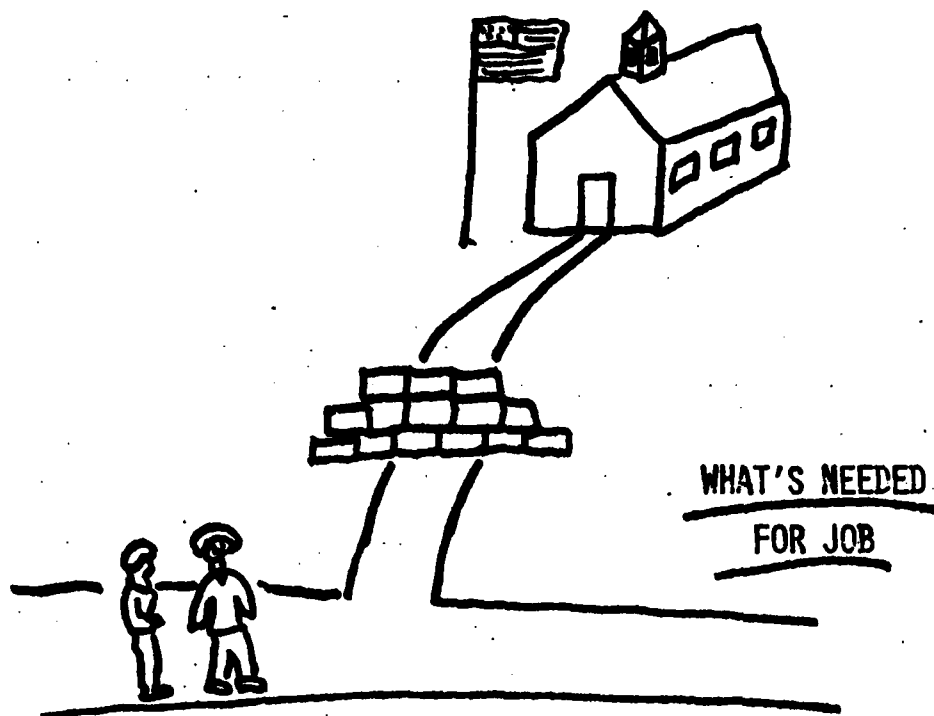
THE LAST PROJECT IS ENGLISH-AS-A-SECOND LANGUAGE. ENGLISH-AS-A-SECOND LANGUAGE CURRENTLY AVAILABLE LACKS FOCUS ON SOLDIER TRAINING AND JOB REQUIREMENTS. DEFENSE LANGUAGE INSTITUTE, ENGLISH LANGUAGE CENTER HAS ALREADY BEGUN WORK ON THIS PROJECT.

ENGLISH AS A SECOND  
LANGUAGE SKILLS



THE UNDERSTANDING OF  
LANGUAGE AND CULTURE  
THAT IS NEEDED TO BE AN  
EFFECTIVE SOLDIER  
IN THE US ARMY

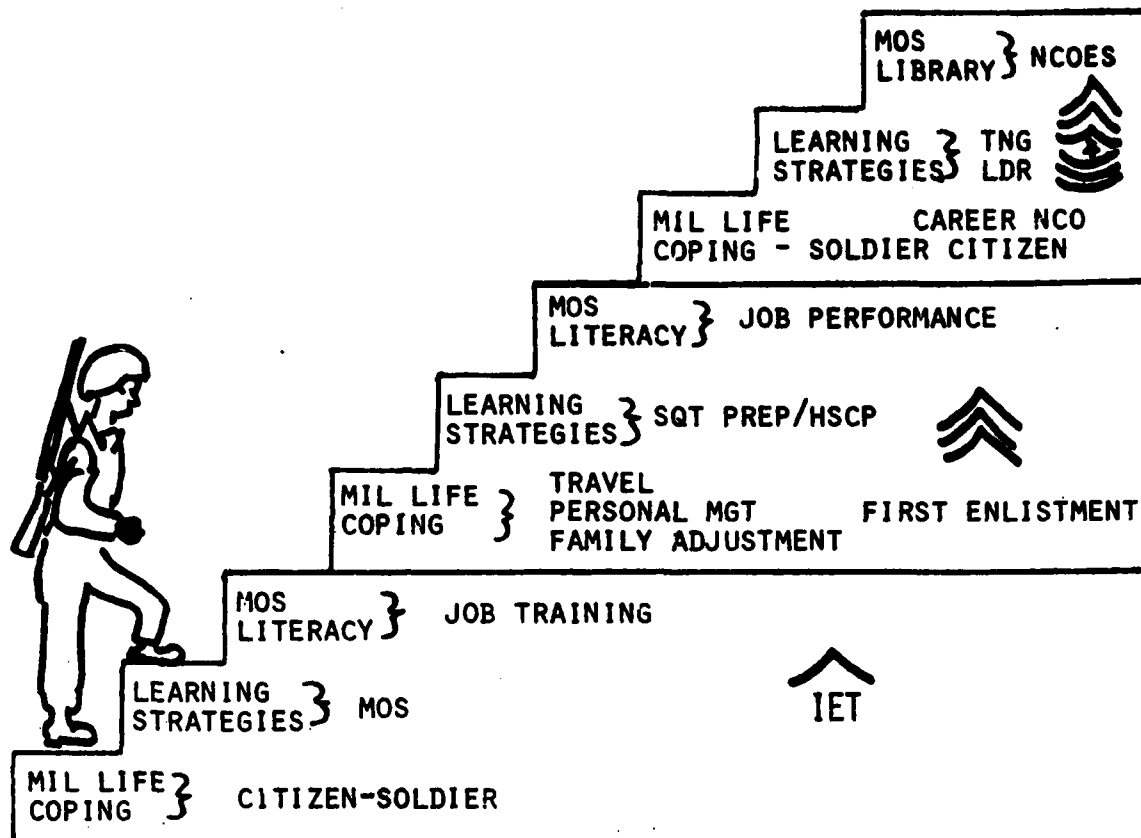
THE CURRICULUM THEY DEVELOPE WILL OVERCOME THE LANGUAGE DEFICITS AND CULTURAL SHOCK WHICH HAVE HAD A SIGNIFICANT NEGATIVE IMPACT ON TRAINABILITY IN INITIAL ENTRY TRAINING AND PERFORMANCE ON THE JOB. FUNCTIONAL ESL INCORPORATES SPECIFIC LANGUAGE REQUIRED IN MILITARY TRAINING AND PREPARATION FOR THE CULTURAL TRANSITION TO AN ENGLISH-SPEAKING MILITARY ENVIRONMENT.



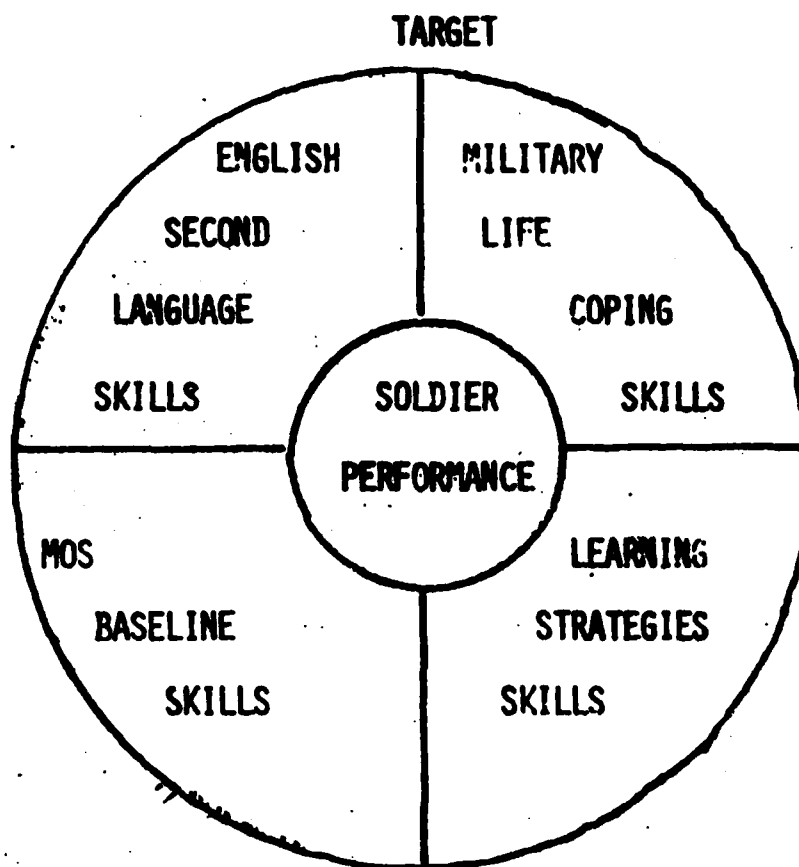
OVERALL THE PROJECT DEVELOPMENT IN EACH AREA REQUIRES:

- (1) IDENTIFICATION OF SKILL REQUIREMENTS IN THE VARIOUS COMPONENTS
- (2) A LEARNING ANALYSIS TO DETERMINE THE BEST WAYS OF PROMOTING LEARNING
- (3) PASS/FAIL TESTS FOR IDENTIFYING SKILL COMPETENCIES
- (4) SPECIFIC TRAINING MODULES TO PROVIDE JOB AND UNIT ASSIGNMENT RELATED BASIC SKILLS COMPETENCIES (INCLUDING SOLDIER GUIDES, TRAINER GUIDES AND MANAGEMENT PLANS)
- (5) TRAINER TRAINING PROGRAMS (IF NEEDED)

INDICATORS OF SUCCESS WILL INCLUDE REDUCED COURSE ATTRITION, FIELD ATTRITION, LOST TIME AND IMPROVED JOB PERFORMANCE.



WHEN THE PROGRAM IS FIELDIED IT WILL PROVIDE A CONTINUUM OF BSEP INSTRUCTION TO MEET CAREER NEEDS. ENGLISH-AS-A-SECOND LANGUAGE BECOMES PART OF EACH OF THE AREAS AT ALL LEVELS.



THE BSEP CURRICULA DEVELOPMENT PROJECT IS ON TARGET. IT WILL BE INTEGRATED INTO AND REPLACE BSEP I, II AND ESL PROGRAMS CURRENTLY IN OPERATION UNDER THE ARMY CONTINUING EDUCATIONS SYSTEM (ACES). OPERATED WORLDWIDE BY THE AG AND LOCAL EDUCATION SERVICES OFFICERS. IMPLEMENTATIONS WILL OCCUR OVER THE NEXT FIVE YEARS.



"NEVER ENOUGH  
BUT IT'S ALL WE'RE  
GONNA GET!"

VINCE LOMBARDI

THE ADVANTAGE OF THE FUNCTIONAL BSEP PROGRAM IS THAT WE WILL BE  
ABLE TO PROVIDE JOB SPECIFIC TRAINING AND PRODUCE AN IMPACT ON  
ATTRITION. PERSONNEL ARE A VITAL ASSET TO THE ARMY; WE NEED ALL  
THE QUALIFIED PERSONNEL WE CAN RETAIN.

## WORD CRITICALITY ANALYSIS

### INTRODUCTION

DA letter, DAAG-ED, 18 January 1980, subject: Implementation of Army Continuing Education Policy and Recommendation Plan, tasked HQ TRADOC to develop functionally related BSEP curricula. One of the efforts in this project is the development of MOS critical word lists for each of the MOS to be part of the project.

A system has been developed to convert hard copy Soldier's Manuals to word frequency lists and to cross-index those words, by page number, to the original text. The resultant computer printouts, Word Frequency (WF) and Word Criticality (WC) reports, will be provided to prospective BSEP curriculum and MOS clustering contractors. The WF/WC requirement (Slide 2) is contained in the directive TRADOC Regulation 621-1 (Appendix A).

Scenario: Word Frequency/Word Criticality Analysis will be performed in accordance with TRADOC guidelines (Slides 3 and 4) on all MOS preselected for the BSEP project (Slide 5). Input for the WF report are Soldier Manuals reduced to computer tape (one set of inputs will be supplied by the Kurzweil device at Redstone Arsenal, the other stored on school word processor tapes). The WF output report will consist of two sections: an alphabetic listing of SM vocabulary, and a vocabulary listing ranked by frequency of occurrence (Hi to Lo). This WF report will be provided to the respective MOS proponents for word criticality analysis. Proponent school feedback will be a subset list (created by a jury of subject matter/job experts) containing only those terms which are particularly critical to the teaching/performance of the MOS. This subset list will also be ranked on a scale of importance (1-5). Finally, the critical word list will be processed to produce a listing of terms cross-indexed by page number(s) where they appear in the Soldier Manual.

### STATUS

In order to expedite this project, the total listing of MOS selected for WF/WCA have been prioritized into five subgroups reflecting the order of importance for contractual submission as government furnished material (Slide 6). MOS within categories have been sub-prioritized in order to meet overall category suspense. Schools must meet the suspense dates for word criticality analysis defined in the school tasking letter(s) in order for the WF/WCA project to be completed on schedule. A tabulation of WF/WC reports completed thus far (July) is contained at Slide 7. Project participation in meeting WCA suspense dates has been excellent.

## WORD CRITICALITY ANALYSIS (WCA)

- BACKGROUND

- STATUS

- PROJECTION

(SLIDE 1)

WCA: REQUIREMENT

- THE REQUIREMENT FOR MOS PROPONENT SCHOOLS TO SELECT/WEIGHT MOS CRITICAL TERMS TO INSURE ADEQUATE DEVELOPMENT OF BSEP CURRICULUM MATERIALS.
- AUTHORITY: TRADOC REGULATION 621-1 (APPENDIX A)

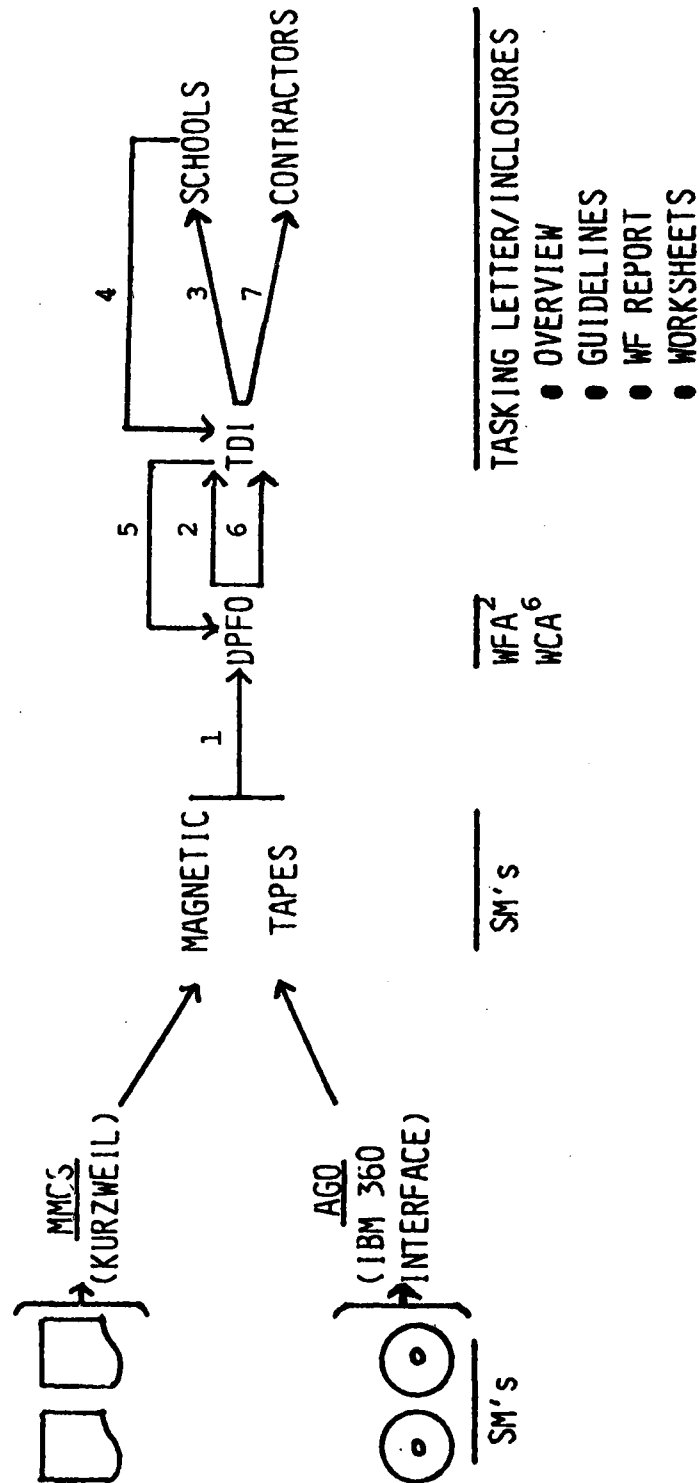
(SLIDE 2)

WCA: SNAPSHOT

- SM CONTENTS RECORDED ON MAGNETIC TAPE. (MMCS/AGO)
- SM WORDS LISTED A-Z AND COUNTED FOR FREQUENCY OF OCCURRENCE. (DPFO)
- SM WORD FREQUENCY REPORT PROVIDED TO PROPONENT SCHOOL (SME's/JE's) FOR MOS CRITICAL WORD SELECTION AND ASSIGNMENT OF IMPORTANCE INDEX 1-5. (TDI/SCHOOLS)
- FINAL WCA REPORT: CRITICAL WORDS LISTED A-Z WITHIN 1-5 INDEX AND CROSS REFERENCED BY SM PAGE NUMBERS. (DPFO)
- FINAL WCA REPORT PROVIDED TO BSEP CONTRACTORS FOR BSEP CURRICULUM DEVELOPMENT. (TDI)

(SLIDE 3)

# WCA: FLOW CHART



WFA: SCHOOLS/MOS

<u>SCHOOL</u>	<u>MOS</u>	<u>N</u>
1 TRANS	57H, 61B, 64C, 67G, 67N, 67U, 67V, 67Y, 68B, 68D, 68F, 68G, 68H, 68J, 68M	15
2 SIG	05B, 05C, 26L, 26Q, 31J, 31M, 31N, 31V, 32D, 35K, 36C, 36K, 72E	13
3 ENG	12B, 12C, 51C, 51N, 51R, 52C, 52D, 62B, 62E, 62F, 62J	11
4 AHS	91B, 91C, 91D, 91E, 91F, 91P, 91R, 91S, 42D, 76J	10
5 QM	43E, 43M, 57E, 76P, 76V, 76W, 76X, 76Y, 94B	9
6 ADMIN	71D, 71L, 73C, 74D, 74F, 75B, 75C, 75D	8
7 FA	13B, 13E, 13F, 15D, 15E, 17B, 17C, 82C	8
8 ADA	16B, 16D, 16E, 16H, 16P, 16R, 24C	7
9 ORD	41C, 44B, 44E, 45B, 45K,	5
10 ARM	19D, 19E, 19F,	3
11 INF	11B, 11C, 11H	3
12 MMCS	27E, 55B, 55D	3
13 AVN	71P, 93H, 93J	3
14 INTEL (H)	17K, 96B	2
15 INTEL (D)	05H, 98G	2
16 MP	95B, 95C	2
17 DI	71Q	1
18 CHAP	71M	1
19 CHEM	54E	1

107

(SLIDE 6)

WFA: PRIORITIZED MOS

A. DLI MOS

<u>PRIORITY</u>	<u>MMCS</u>	<u>AGO</u>	<u>S: WFA</u> <sup>2</sup>
I <sup>1</sup>	<u>11B</u> , <u>11C</u> , <u>13B</u> , <u>16D</u> , <u>16P</u> , <u>36C</u> , <u>36K</u> , <u>72E</u> , <u>16R</u> , <u>12B</u> , <u>12C</u> .	<u>19D</u> , <u>19E</u> , <u>19F</u>	30 JUN
II <sup>1</sup>	<u>76Y</u>	<u>91B</u>	30 JUN
III	<u>05C</u> , <u>31M</u> , <u>94B</u> , <u>75B</u> , <u>11H</u> , <u>62B</u> , <u>62E</u> , <u>62F</u> , <u>62J</u>	<u>54E</u> , <u>95B</u> , <u>31N</u> , <u>64C</u> , <u>71L</u> , <u>73C</u> , <u>74D</u> , <u>75C</u> , <u>75D</u> , <u>95C</u>	29 AUG
IV	<u>51C</u> , <u>51N</u> , <u>51R</u> , <u>52C</u> , <u>52D</u> , <u>16B</u> , <u>67N</u> , <u>67V</u> , <u>67Y</u>	<u>13E</u> , <u>15E</u> , <u>41C</u> , <u>44B</u> , <u>45B</u> , <u>71P</u> , <u>82C</u> , <u>91C</u> , <u>91E</u> , <u>91R</u> , <u>91S</u> , <u>17C</u>	1 DEC

<sup>1</sup>PRIORITY ~~W~~IWFA SUSPENSE COMPLETED.

<sup>2</sup>DATES WORD FREQUENCY REPORTS DUE AT TDI. TOTAL N = 56

B. DEMOS MOS<sup>1</sup>

<u>05C</u> , <u>31M</u> , <u>67N</u> <u>67U</u> , <u>67V</u> , <u>67Y</u>	30 JUN
--	--------

BOTH WFA/WCA SUSPENSE COMPLETED.

NOTE: THESE MOS DUPLICATE DLI/CLUSTER MOS.

KEY:

- SINGLE UNDERLINE (     ) = WORD FREQUENCY COMPLETED.
- DOUBLE UNDERLINE (     ) = WORD FREQUENCY AND WORD CRITICALITY

COMPLETED 4-7



C: ALL OTHER MOS

<u>PRIORITY</u>	<u>MMCS</u>	<u>AGO</u>	<u>S: WEA</u>
V	05H, 16E, 16H, 24C, 27E, 43M, 55B, 55D, 57E, 61B, 67G, <u>67U</u> , 68B, 68D, <u>68F</u> , 68G, 68H, 68J, 68M, 71M, <u>76W</u> , 98G	05B, 13F, 15D, 17B, 17K, 26L, 26Q, 31J, 31V, 32D, 35K, 43E, 44E, 45K, 57H, 71D, 71Q, 74F, 76P, 76V, 76X, <u>91F</u> , 91P, 93H, 93J, 96B, <u>76J</u> , <u>42Q</u> , <u>91D</u> ,	1 DEC

TOTAL N = 51

---

GRAND N = 107

## WFA: OVERVIEW/PROJECTION

### OVERVIEW

<u>TOTAL</u> <u>MOS (N)</u>	<u>WFA</u> <u>COMPLETED</u>	<u>WCA</u> <u>IN PROCESS</u>	<u>WCA</u> <u>COMPLETED</u>
107	33 (31%)	17	16

### PROJECTION

(BAL) 74

(BAL) 91<sup>1</sup>

<sup>1</sup> WCA now "in process" (17) will be added in the near future for a new balance for WCA Completed of 74 also.

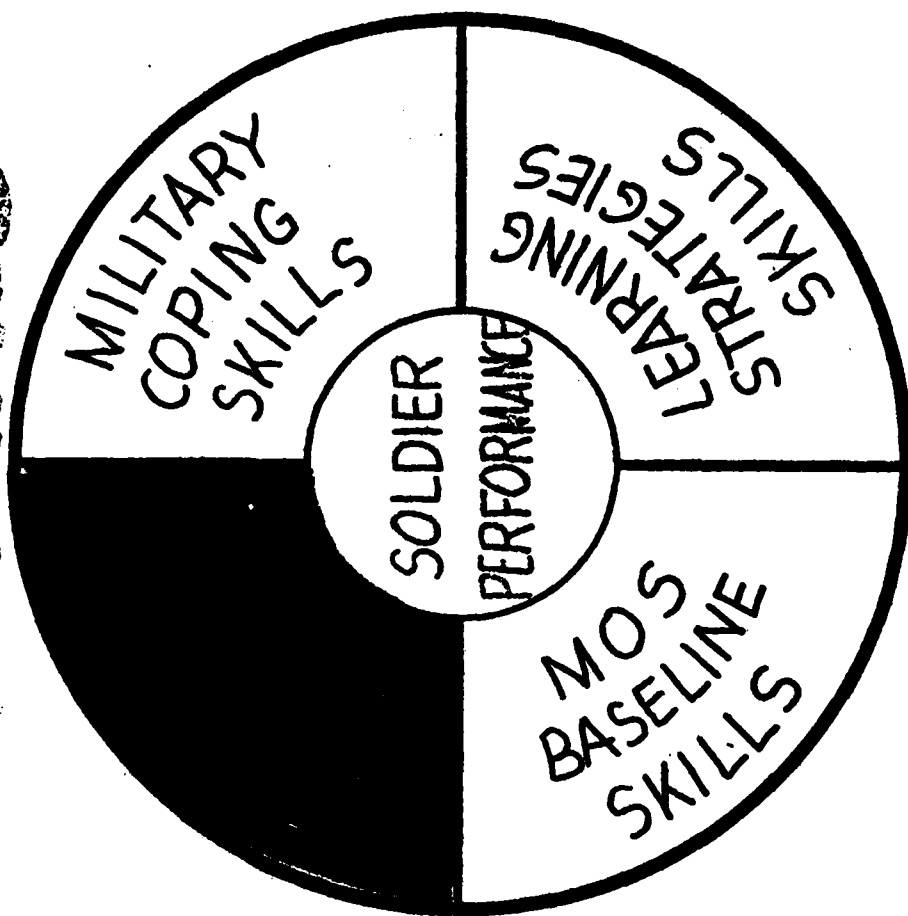
(SLIDE 7)

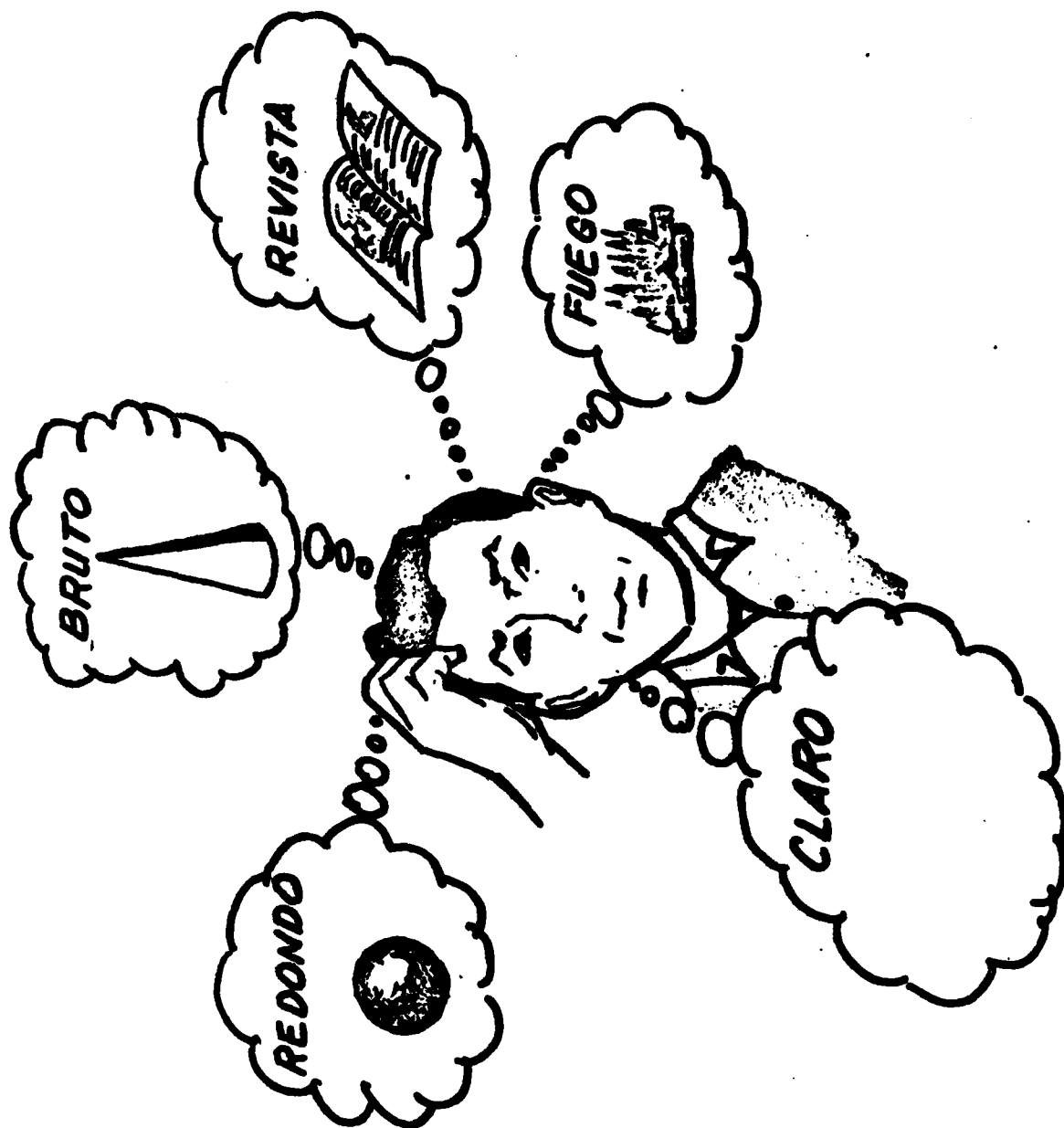
English-as-a-Second-Language skills -- The understanding of the language and culture needed to be an effective soldier in the US Army. The emphasis is on developing skills in reading and speaking the English language and understanding the idioms peculiar to Army training and service. Equal emphasis is placed on understanding the American culture and acquiring the non-linguistic skills needed to be an effective American soldier.

# ENGLISH AS A SECOND LANGUAGE SKILLS

THE UNDERSTANDING OF LANGUAGE  
AND CULTURE THAT IS NEEDED TO  
BE AN EFFECTIVE SOLDIER IN THE  
U.S. ARMY

UNCLASSIFIED  
DATE 11-11-2011 BY 60322





# **ENGLISH AS A SECOND LANGUAGE SKILLS**

## **PRE-ENLISTMENT**

- **BASIC ENGLISH**

## **PRE-BASIC TUNE UP**

- **MILITARY JARGON/TRAINING  
TERMS**

## **SUSTAINING SKILLS**

- **BICULTURAL/BILINGUAL  
ENGLISH SUPPLEMENTS NATIVE  
LANGUAGE**

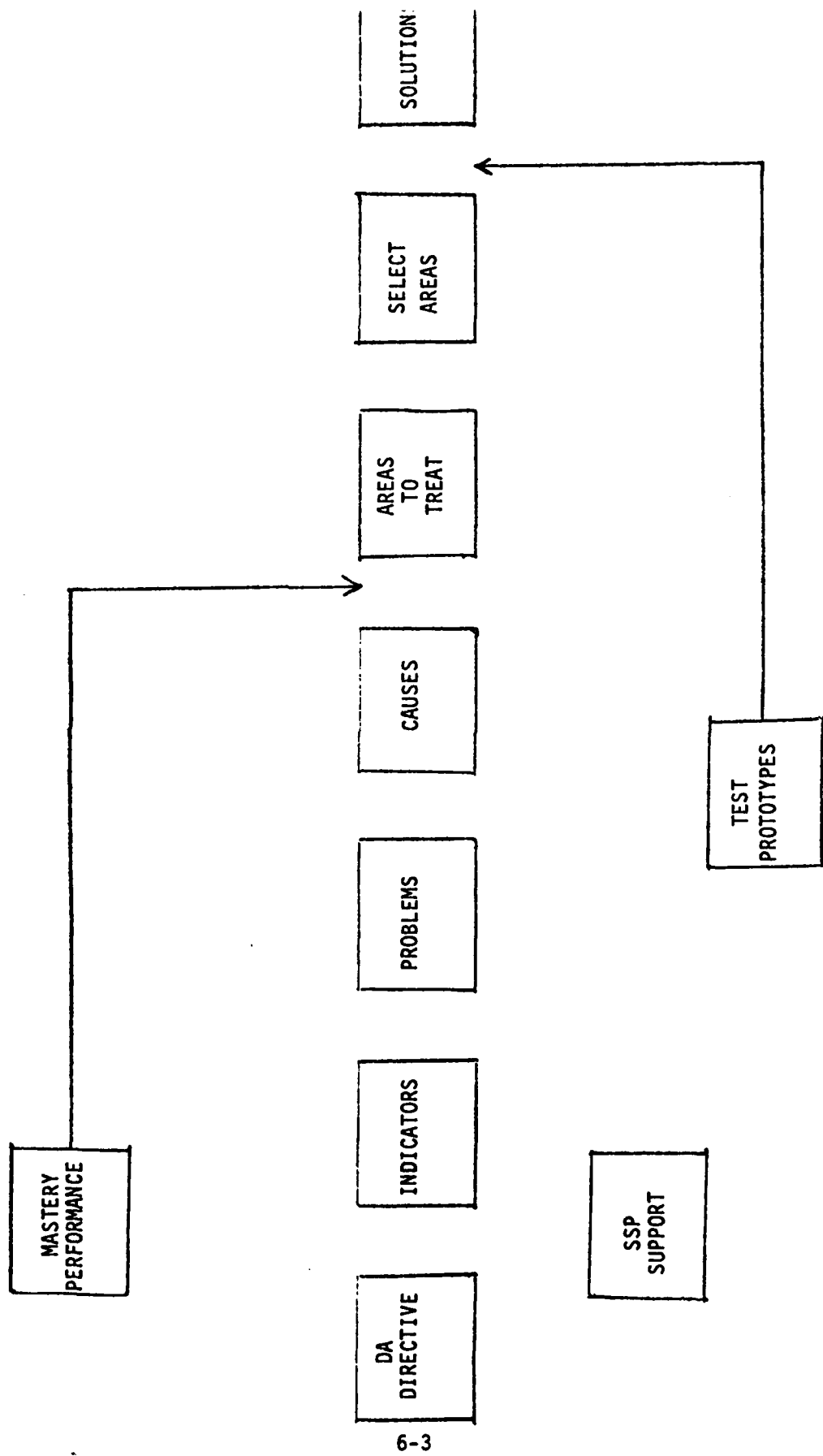
Military life coping skills -- Those competencies that enable the soldier to adapt, adjust, or otherwise successfully deal with the demands associated with Army life. These are developed in seven broad functional areas: (1) knowledge of the military system; (2) coping with personal problems; (3) coping with family problems; (4) health education; (5) financial affairs; (6) dealing with others; and (7) civic responsibilities. These skills are normally acquired from many sources and are progressively learned throughout military service. They are common to all MOS but vary by grade.



# **MILITARY LIFE COPING SKILLS**

**THOSE COMPETENCIES WHICH ENABLE  
THE SOLDIER TO ADAPT... ADJUST...  
OR OTHERWISE SUCCESSFULLY DEAL  
WITH DEMANDS ASSOCIATED WITH  
ARMY LIFE**

LIFE COPING SKILLS PROJECT



MOS Baseline skills -- Those prerequisite competencies without which a soldier cannot be efficiently trained or perform adequately on the job. These are the reading, writing, arithmetic, and listening skills normally acquired during elementary school. These fundamental skills are assumed to be possessed by all enlistees at the time of enlistment--the initial entry training programs are based on this presumption. For example, a soldier to be trained as a Cavalry Scout (19D10) is assumed to be able to recognize whole numbers; add or subtract 3-digit numbers; and know what angles are and how to measure them. These baseline skills are required for the soldier to learn (be taught) how to convert a grid azimuth to a magnetic azimuth--an element of the critical task of land navigation. The MOS baseline skills may vary by MOS and MOS skill level.

EXPLANATION OF CONTRACTUAL APPROACH: MOS BASELINE SKILLS  
CONTRACT

1. Keystone of MOS Baseline Skills BSEP Curriculum Project.
2. MOS related:
  - a. MOS specific prerequisite competencies
  - b. MOS generic prerequisite competencies
3. 345: total enlisted number of MOS  
246: entry level MOS  
146: population greater than 200  
100: candidate MOS (population, attrition, present BSEP enrollment)
4. Prerequisite Competency Profile
  - \*Job Dimension: Job related communications
  - Functional Area: Written
  - Capability Statement: Follow directions
  - Competency: Follow step-by-step procedures
  - Level of Specificity
  - Contractor Prepared
5. Soldiers Manual Basis
  - a. Current Soldiers Manual or most recent critical task list
  - b. Goal of BSEP
    - \*(1) Completion of initial entry training.
    - (2) Completion of first tour
  - c. MOS Specific: Soldiers Manual tasks (hierarchy)

6. Initial Entry Training Course Survival Skills  
Study skills, personal management
7. Clustering
  - a. Homogeneity versus Heterogeneity
  - b. Curriculum Development
  - c. Description of Cluster and Its Basis
8. Diagnostic Tests
  - a. MOS Cluster Unique
  - \*b. Diagnostic Branching
  - c. BSEP I Test
  - d. BSEP II Test
  - e. Time Constraints
9. Curricula Model (Design)
  - a. BSEP I and II Modules
  - b. "Best" Configuration of Modules
  - c. Design Specifications
10. Integration of Analysis, Test Development and Design

# Army Times

An Independent Newspaper Serving Army People

Malvin Rydell, Founder, 1893-1975

40th Year, No. 37

April 14, 1980

**'The Hardware Is Easy to Replace, but Filling  
the Chair Will Be Tough.'**



# 108. PREREQUISITE HIERARCHICAL ANALYSIS (EXAMPLE)

100

78

44

30

19

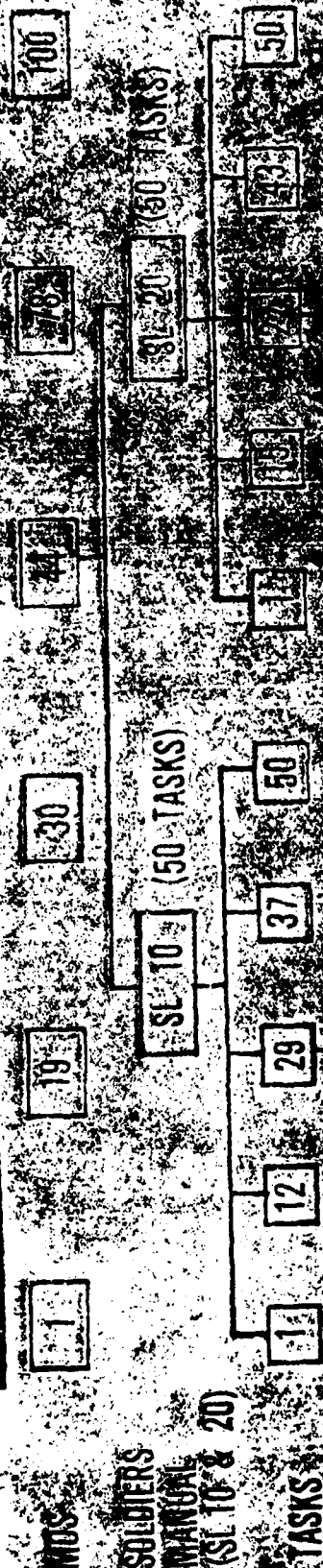
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# MOS PREREQUISITE HIERARCHICAL ANALYSIS (EXAMPLE)





# MOS PREREQUISITE HIERARCHICAL ANALYSIS (EXAMPLE)



# MOS OPERATIONS SITE HIERARCHICAL ANALYSIS (EXAMPLE)

MOS

SOLDIERS  
MANUAL

31-10-20

TASKS

TASK  
HIERARCHY

ASSIGNED  
ENTRY  
LEVEL

PREPARED BY  
DATE



MINI-LEVEL-DIAGNOSTIC BRANCHING TEST FOR PREREQUISITE COMPETENCIES (EXAMPLE)

LEVEL 1

SELF

ASSESSMENT

ARE YOU ABLE TO

ANSWER THE FOLLOWING

TYPE OF ARITHMETIC PROBLEM?

$1/4 + 7/9 + 1/3 = ?$

NO

YES

# MULTILEVEL DIAGNOSTIC BRANCHING TEST FOR PREREQUISITE COMPETENCY

LEVEL 1  
SELF  
ASSESSMENT

"ARE YOU ABLE TO  
ANSWER THE FOLLOWING  
TYPE OF ARITHMETIC PROBLEM?"

$$1/4 + 7/9 + 1/3 = ?$$

NO

YES

LEVEL 2  
TERMINAL  
BEHAVIOR  
DEMONSTRATION

REMEDIAL TRAINING  
(BSEP)

DO IT

$$1/4 + 7/9 + 1/3 =$$

$$3/7 + 5/6 + 1/2 =$$

$$1/7 + 2/3 + 1/4 =$$

$$1/5 + 3/5 + 2/5 =$$

$$3/4 + 2/8 + 3/8 =$$

ADD



# MULTILEVEL DIAGNOSTIC BRANCHING TEST FOR PREREQUISITE COMPETENCIES (EXAMPLE)

LEVEL 1

SELF

ASSESSMENT

"ARE YOU ABLE TO

ANSWER THE FOLLOWING

TYPE OF ARITHMETIC PROBLEM?"

$1/4 + 7/9 + 1/3 = ?$

YES

NO

REMEDIAL TRAINING  
(BSEP)

LEVEL 2

TERMINAL

BEHAVIOR

DEMONSTRATION

ADD

$1/4 + 7/9 + 1/3 =$   
 $23/7 + 5/6 + 1/2 =$   
 $1/2 + 2/3 + 1/4 =$   
 $1/5 + 3/5 + 2/5 =$   
 $3/4 + 2/8 + 3/8 =$

CANNOT ACCOMPLISH  
ANY SUCCESSFULLY

REMEDIAL TRAINING  
(BSEP)

LEVEL 3

SPECIFIC

COMPETENCY

DEMONSTRATION

PARTIAL  
MASTERY

MASTERY  
(NO TRAINING  
REQUIRED)

IDENTIFICATION OF  
SPECIFIC COMPETENCY  
DEFICIENCIES

REMEDIAL TRAINING

$1/3 + 2/3 + 4/3 =$

$2/5 + 3/5 + 1/5 =$

$1/4 + 3/8 + 5/8 =$

$7/9 + 1/9 + 3/27 =$

$1/7 + 4/13 + 1/8 =$

$4/5 + 7/16 + 2/3 =$

1. The following provides an overview of the contractual efforts required to support pilot demonstrations within the BSEP effort.

2. Three separate contracts will be awarded for the design and development of three MOS specific basic literacy training programs at two geographical locations. The initial effort will be applied toward the development and exercising of a sound analytical technique which will specify prerequisite skills inherent in each MOS Training Program. These analytic techniques could be modeled after those described in TRADOC Pam 351-4. Generic examples of baseline skills include: locating information through a table of contents, locating information not found in the table of contents through an index; locating information required for task performance from appropriate tables, graphs and charts in a technical manual, ability to read and follow directions necessary to complete job tasks, ability to complete required forms, perform computational operations with a degree of accuracy appropriate to job requirement exhibit required proficiency in vocabulary and written structure of instructional and technical material in the selected military occupational specialty.

3. Three separate contracts for the design and development of military occupational specialty specific functional literacy training programs, are projected. These are:

- (a) 05C10 Radio Teletypewriter Operator at Ft. Gordon
- (b) 31M10 Multichannel Communications Equipment Operator at Ft. Gordon and,
- (c) 67 series (4 MOS) Helicopter Repair at Ft. Eustis and Ft. Rucker.

FUNCTIONAL BSEP

GOALS:

(1) REDUCE AIT COURSE ACADEMIC ATTRITION THROUGH THE USE OF FUNCTIONAL BSEP SKILL TRAINING PROGRAMS.

(2) DESCRIBE THE OPTIMUM MANAGEMENT STRUCTURE FOR FUNCTIONAL BSEP.

METHODOLOGY:

GIVEN: THE AIT COURSE CANDIDATE

THE AIT COURSE OF INSTRUCTION

THE TRAINING INSTITUTION

THE AIT COURSE INSTRUCTOR



1. CONDUCT A HIERARCHICAL LEARNING ANALYSIS OF EACH TASK.
2. IDENTIFY THE ACTUAL PREREQUISITE SKILL LEVEL FOR EACH TASK SELECTED FOR TRAINING.
3. VERIFY THE PREREQUISITE SKILL LEVEL IS CONSISTENT WITH THE AIT COURSE CANDIDATE.
4. SELECT PREREQUISITE SKILLS FOR REMEDIATION TRAINING (BSEP).

5. DESIGN A DIAGNOSTIC TEST MODEL:  
DIAGNOSTIC TEST AND TEST ITEMS

CRITERION FOR BSEP PARTICIPATION

COMPETENCY TESTS AND TEST ITEMS

INDEPENDENT VARIABLES USEFUL IN PREDICTING SUCCESS AND  
FAILURE.

5. DESIGN REMEDIAL TRAINING PROGRAM  
SPECIFICATIONS FOR EACH PREREQUISITE SKILL

DEFINE INDEPENDENT, DEPENDENT AND RELATED SKILLS

SPECIFY INSTRUCTIONAL HOURS

7. DEVELOP REMEDIAL TRAINING PROGRAM  
INTEGRATED TRAINING PACKAGES

LEARNING AND TEACHING STRATEGIES

MEDIA DELIVERY

SPECIFY AND SEQUENCE INSTRUCTIONAL HOURS

DEPICT RELATIONSHIP WITH AIT COURSE

MAX 240 HOURS INSTRUCTION

8. INSTRUCTOR TRAINING PROGRAM  
GOVERNMENT INSTRUCTORS

ONE-TIME DELIVERY

INSTRUCTOR TRAINING MATERIALS

9. COURSE MANAGEMENT PLAN  
ADMINISTRATIVE REQUIREMENTS

APPLIED STRATEGIES

MANAGEMENT SYSTEMS

BSEP UPDATE PROCEDURES GUIDE

10. VALIDATION

DELAYED RETENTION

CONTRACTOR TRAINED GOVERNMENT INSTRUCTOR

TARGET POPULATION USED

Learning strategy skills -- Ways that help acquire, process, retrieve and apply information; learning how to learn. These are reading, listening, and communication techniques that facilitate the learning process. They permit the individual to develop into efficient independent learners. They emphasize the ability to think logically and apply previous learning from many sources. These skills are probably common to all MOS but vary by MOS skill level and grade.

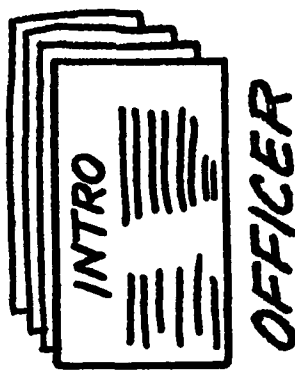
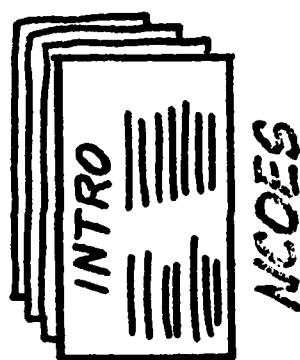
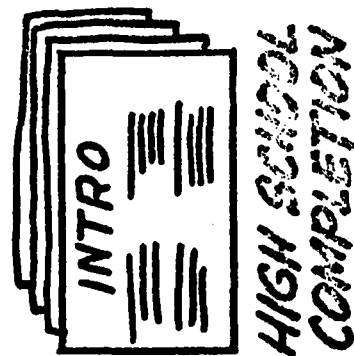
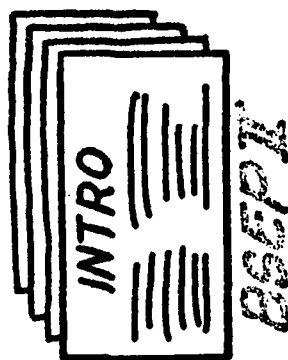
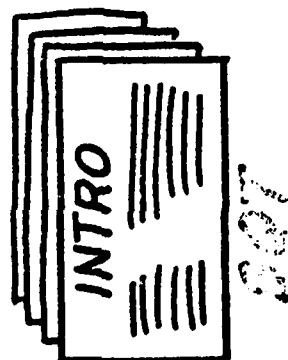
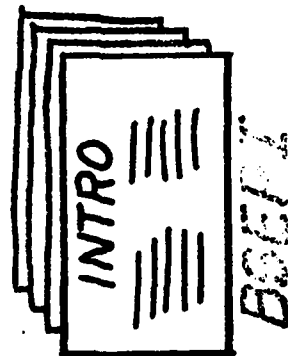


# LEARNING STRATEGIES SKILLS

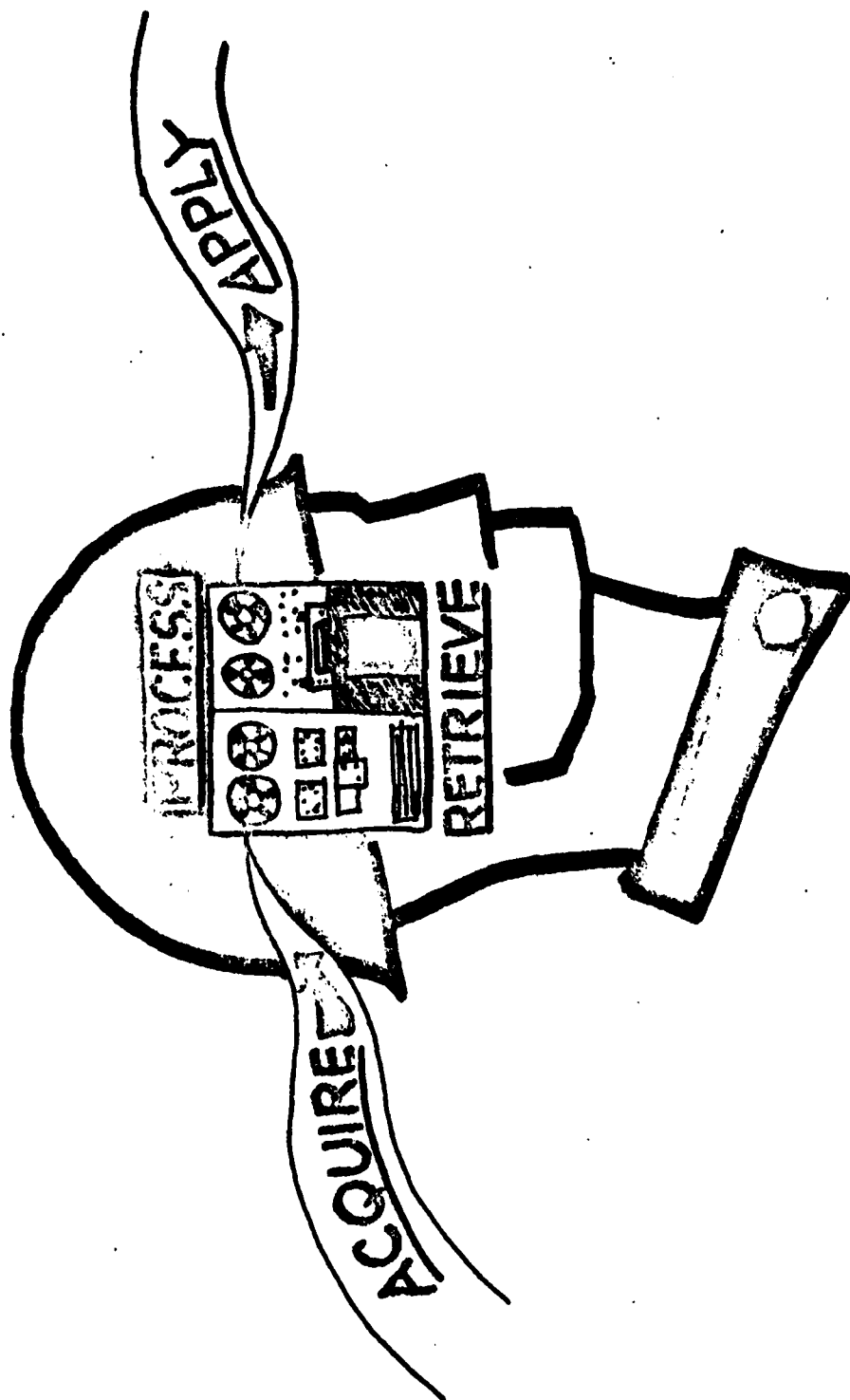
● WAYS THAT HELP ACQUIRE, PROCESS,  
RETRIEVE AND APPLY INFORMATION

● "LEARNING HOW TO LEARN"

# LEARNING STRATEGIES SERIES



# LEARNING STRATEGIES SKILLS



## SKILL PERFORMANCE AIDS FRONT END ANALYSIS

- (SL 1) The Army's Skill Performance Aids Program grew out of the need to improve the transfer of information from the engineer who designed the system to the soldier in the field. This improvement is sought through the integration of technical manuals and extension training materials. The integration is achieved through a front-end analysis, usually performed as part of a Logistics Support Analysis or LSA.
- (SL 2) A Front-End Analysis is defined on this slide. Note that the orientation of both the technical manual and training materials under the SPAS program is on tasks that the soldier has to perform on the equipment and not on an equipment description which is what the engineer usually provides. This does not mean that equipment principles of operation are ignored but rather that tasks performance is emphasized. Formal school training provides general principles training and basic fundamentals such as electronic circuitry. SPAS provides the soldier with specific procedures to implement the knowledge.
- (SL 3) We originally had a front-end analysis specification to prepare the data base, however, it frequently generated data that was also being produced under LSA. A new replacement document, in the form of a guidance handbook, will be used in lieu of the specification to direct the performance of a front-end analysis under the purview of the LSA.

HANDOUT #1) The new handbook entitled DARCOM Guide to Skill Performance Aids will be distributed by the beginning of 1980. It will be mandatory for all SPAS programs. The table of contents are shown in your handbook.

(SL 4) The remainder of this presentation will focus on a description of need for generating and collecting data to insure that proper and sufficient information is provided by the system developer to the ultimate user of the system. The developer's information on how the hardware is built, how it functions and how it fails must be translated into user manuals that describe and illustrate how to change parts, how to operate the equipment and how to troubleshoot when it fails.

(SL 5) The first thing we need to accomplish is to define all of the tasks that have to be covered by the manuals and then define (in global terms) the skills required to perform the tasks (For example: Can an electrician perform the task or will a highly trained digital electronics technician be required?). Next we are required to make explicit decisions on each task that has been identified as to the level of detail and the format that are required for the target population and the tasks that will require additional training. In order to efficiently and effectively perform these operations we need a common data base. How we generate this data base through analysis is covered on the next slide.

- (SL 6) We define the complete list of tasks by analyzing the hardware through equipment and functional analyses. Skills can then be determined by analyzing individual tasks.
- (SL 7) During equipment analyses a top-down breakdown is preformed to generate a complete list of systems, subsystems, assemblies, sub-assemblies and finally parts. Every legitimate task that can be performed on all of these items is identified at this time along with the tools and test equipment required. Next a functional
- (SL 8) analysis is preformed which divides the hardware according to functions performed. This identifies operator and troubleshooting tasks. Again tools and test equipment are identified. This limited amount of information is generally sufficient to enable us to per-
- (SL 9) form a crude task analysis which we identify tasks that appear to be similar to tasks already being performed by a particular specialty already in place in the Army. When the majority of tasks are similar to those performed by a given specialty the MOS (Military Occupational Specialty) is defined. This becomes the target population. In other cases the tasks are sufficiently different so that a new specialty must be created.
- (SL 10) When the MOS has been identified a complete assessment must be made in order to decide on the level of detail and the format that must be provided for each task. The Government must provide a comprehensive description of the MOS target audience, usually in the form of

prerequisite skills and aptitudes that the trained soldier will bring with him to the field. This includes what tools he can use, what safety procedures he knows and an index of his ability to read, use wiring diagrams and understand general principles.

(SL 11) When the target audience assessment has been completed and the level and format decisions have been made we must then begin to collect the task detail data and further analyze it in order to determine if the prerequisite skills of the target audience and the manuals will enable the soldiers to adequately perform each task. We can guess at the outset that some tasks will require additional training. Examples of criteria to decide on which tasks require training are shown here. Some tasks are inherently difficult because they involve judgement, decisions, motor/eye coordination or accuracy over a prolonged sequence. Others may require speed, such as emergency procedures, and require proficiency without reference to the technical manual. Still other require proficiency training particularly emphasizing accuracy because failure to do so will result in severe consequences such as irreparable damage to expensive or essential equipment and/or injury or loss of life.

(SL 12) The ultimate data base that is required for each task in order to provide necessary technical manual detail and to enable decisions to be made on tasks for training is shown on this slide. These task details are usually found on a task analysis worksheet called a "D"

input sheet for LSA or a "Preliminary Task Development Worksheet" when a "D" sheet is not available. The forms that these data are collected on is not important - having all of the elements is important. It is useful however to have these elements conveniently arranged so that the job of analyzing tasks for training is not too cumbersome and also so that the technical manual writer can proceed toward technical manual development without omitting essential details.

(SL 13) Although a large data base is generated as part of the ILS, the ACOR is basically interested in four resulting products. These are the total task list which define the equipment and its operator/maintenance requirements; the task details for each task; tasks identified for training and the skills associated with these tasks. As indicated earlier the form that these data are presented in does not matter but it should be in a form that facilitates the review/analysis process. Task details, for example, that are scattered throughout several documents without at least being referenced on one central document are virtually worthless since it would be too time consuming to seek out the details for each task. -

Note that TRADOC must insure that the critical LSA data elements are procured to support a meaningful front-end analysis. Buying only repair parts and special tools list, for example, will not provide adequate data to determine training requirements.

(HANDOUT #a) The mechanics of obtaining LSA data and the appropriate regulations are shown in this handout.



TRADOC schools have experienced some difficulty in utilizing LSA products to meet their front end analysis requirements as dictated by the ISD model. The problem areas fall into three general categories:

- 1) Understanding how to obtain needed data from the LSA system.
- 2) Timely receipt of products to support training subsystem development.
- 3) Information required which presently is not in a usable format.

A meeting is being planned by the US Army Training Support Center to address these problems. Representatives from your office are invited to participate in this meeting to assist us in providing sound solutions.

SKILLED PERFORMANCE AIDS

FRONT END ANALYSIS/LOGISTICS SUPPORT ANALYSIS

FRONT END ANALYSIS (FEA)

WHAT IS FEA?

- SYSTEMATIC DETERMINATION OF THE CONTENT OF THE TM AND TRAINING.

---

WHY IS FEA REQUIRED?

- TO INSURE THAT ALL TASK REQUIREMENTS ARE IDENTIFIED IN TERMS OF BOTH INFORMATION AND SKILLS.
- TO PREVENT NEEDLESS OVERLAP IN COVERAGE BY TM AND TRAINING.
- TO GUARD AGAINST TASK REQUIREMENTS BEING OVERLOOKED BY BOTH TM AND TRAINING.
- TO OPTIMIZE THE TRAINING - TM TRADE-OFF.

FRONT END ANALYSIS (FEA)

HOW IS FEA ACCOMPLISHED?

- IN ORDER TO MAKE A SYSTEMATIC DETERMINATION OF CONTENT WE MUST GENERATE OR COLLECT DATA PERTAINING TO HARDWARE AND PERSONNEL. ORIGINALLY SPAS DATA REQUIREMENTS WERE SPELLED OUT IN MIL-M-63035. HOWEVER, THIS SPECIFICATION HAD SEVERAL WEAKNESSES AND OFTEN RESULTED IN DUPLICATION OF DATA GENERATED UNDER THE LOGISTICS SUPPORT ANALYSIS (LSA) PROGRAM.

ARE LSA AND FEA THE SAME THING?

- THE LSA PROGRAM CAN BE USED TO PROVIDE ALL OF THE SPAS DATA REQUIREMENTS, HOWEVER, AS POINTED OUT EARLIER, THE LSA PROGRAM IS MUCH BROADER IN SCOPE AND SERVES THE TOTAL INTEGRATED LOGISTICS SUPPORT PROGRAM. THE BIG BENEFIT OF MIL-M-63035 WAS THAT IT IDENTIFIED SPECIFIC SPAS DATA REQUIREMENTS. A REPLACEMENT DOCUMENT IS BEING DEVELOPED FOR MIL-M-63035 TO SERVE THIS SAME PURPOSE.

FUNDAMENTAL REQUIREMENTS FOR DATA

OBJECTIVE: DETERMINATION OF METHODS FOR TRANSFERRING  
INFORMATION FROM THE DEVELOPER TO THE USER  
ON THE MAINTENANCE AND OPERATION OF A SYSTEM

FUNDAMENTAL REQUIREMENTS FOR DATA

	<u>TECHNICAL MANUAL</u>	<u>TRAINING</u>
--	-------------------------	-----------------

DEFINITION:	TASKS TO BE COVERED	SKILL REQUIREMENTS
DECISION:	LEVEL OF DETAIL FORMAT	TASKS TO BE TRAINED
DOCUMENTATION:	COMMON DATA BASE OF SUFFICIENT DEPTH TO SUPPORT THESE DECISIONS AND PROVIDE BASIC DATA FOR PREPARATION OF EFFECTIVE TM AND TRAINING MATERIALS	

DEFINITION OF BASIC DATA

REQUIREMENT: COMPLETE LIST OF TASKS

- MAINTENANCE
- OPERATION

METHOD: ANALYZING HARDWARE (EQUIPMENT ANALYSIS )  
AND  
(FUNCTIONAL ANALYSIS)

VALIDATION ON ACTUAL HARDWARE (EXAMPLE, TEARDOWN)

REQUIREMENT: SKILLS IDENTIFICATION

METHOD: TASK ANALYSIS

EQUIPMENT ANALYSIS

\*

EQUIPMENT LIST

(INPUT FOR TASK LIST)

\*

TOOLS AND TEST EQUIPMENT  
(INPUT TO PRELIMINARY TASK  
DEVELOPMENT WORKSHEET)

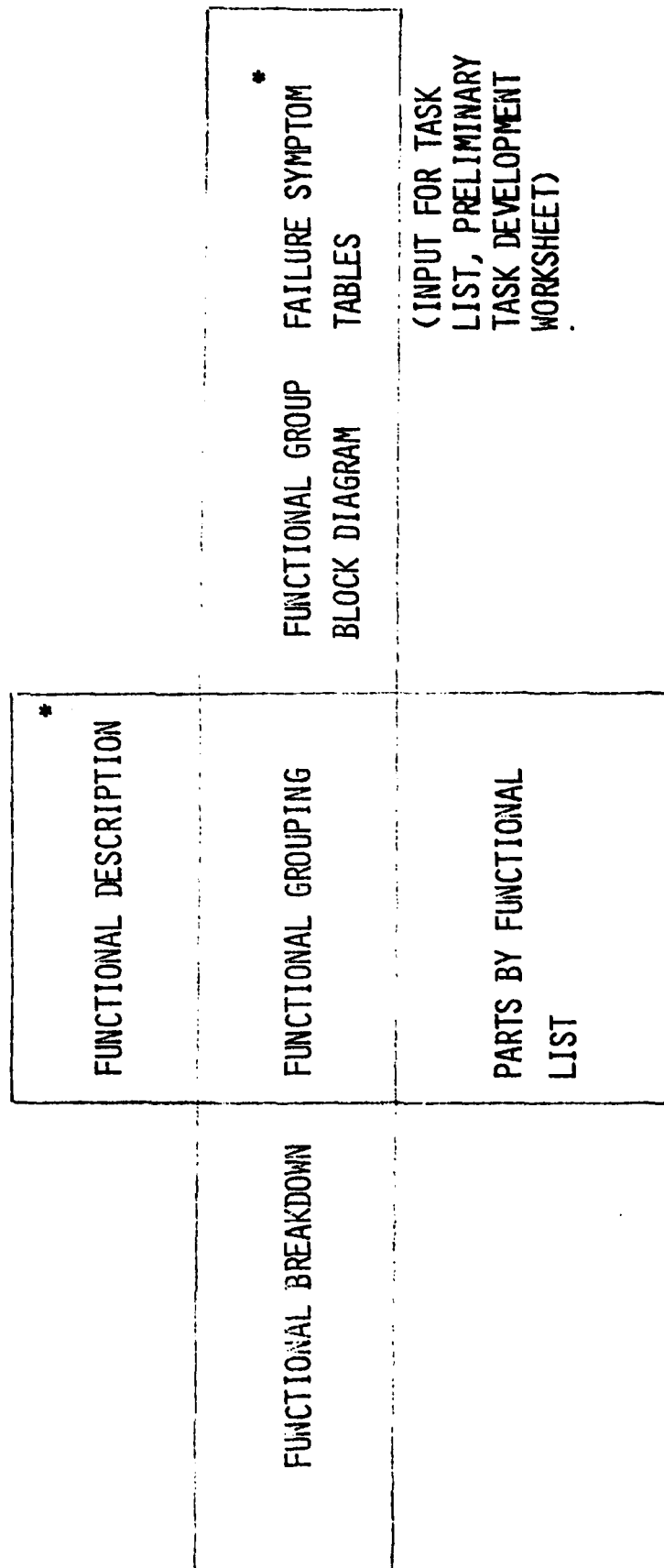
\*

MAINTENANCE ALLOCATION CHART  
(INPUT FOR TASK LIST)

\* (DERIVED FROM LSAR WHEN AVAILABLE)



# FUNCTIONAL ANALYSIS



\* DERIVED FROM LSA WHEN AVAILABLE

## TASK ANALYSIS

- TASK ANALYSIS USED TO GENERATE A COMMON DATA BASE FOR TECHNICAL MANUALS AND TRAINING

EQUIPMENT AND FUNCTIONAL ANALYSIS

COMMON TASK LIST - (ADD OPERATOR TASKS)

ANALYSIS OF INDIVIDUAL TASKS - (P.T.D.W.)

TASK CONDITIONS

PRELIMINARY EQUIPMENT CONDITION

TEST EQUIPMENT/TOOLS

HAZARDS

NUMBER OF PERSONNEL

OUTLINE OF TASK STEPS

TECHNICAL MANUAL SUFFICIENT?

- NO? -

SKILL ANALYSIS/  
TRAINING DEV.

SITE SELECTION

YES

MANUAL DEVELOPMENT

- TASK ADEQUACY CHECK

VALIDATION



DECISION ON BASIC DATA

REQUIREMENT: LEVEL OF DETAIL

FORMAT

READING GRADE LEVEL

METHOD: TARGET AUDIENCE ASSESSMENT

● MOS DESCRIPTION

APTITUDE

ENTRY LEVEL SKILLS

READING GRADE LEVEL

DECISION ON BASIC DATA

REQUIREMENT: IDENTIFY TASKS FOR TRAINING

METHOD: TASK ANALYSIS (ITERATIVE PROCESS)

APPLICATION OF CRITERIA:

- LEARNING DIFFICULTY
- TASK DELAY TOLERANCE
- CONSEQUENCE OF INADEQUATE PERFORMANCE

DOCUMENTATION OF BASIC DATA

GIVEN A COMPLETE LIST OF TASKS . . . .

REQUIREMENT: COMPLETE TASK DESCRIPTION FOR EACH TASK TO SUPPORT  
ACTUAL MANUAL PREPARATION, TRAINING DECISIONS AND  
TRAINING MATERIAL

METHOD: TASK ANALYSIS (PRELIMINARY TASK DEVELOPMENT WORKSHEET)

ELEMENTS

EQUIPMENT CONDITION	AUX EQUIPMENT
PRELIMINARY TASKS	TASK INTERVAL
SPECIAL ENVIRONMENTAL CONDITION	TASK STANDARDS
NUMBER OF PERSONNEL	COORDINATION REQUIREMENT
MOS	FOLLOW-ON TASKS

HAZARDS

SUPPLIES

SPECIAL TOOLS/TEST EQUIPMENT

MAJOR TASK STEPS

AD-A092 035

ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA  
PROCEEDINGS OF THE TRADOC/TRAINING DEVELOPMENTS INSTITUTE CHIEF--ETC(U)  
SEP 80

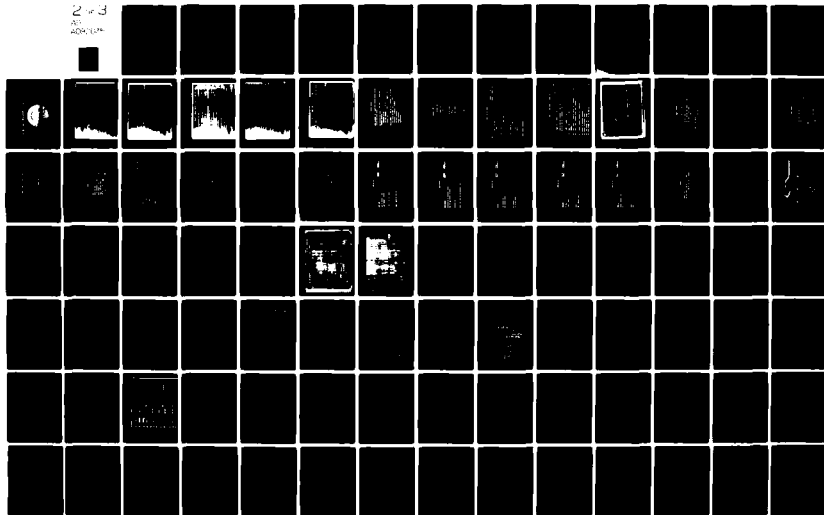
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2 of 3

AD-A092 035



FEA PRODUCTS OF MAIN INTEREST TO ACOR

TOTAL TASK LIST            MAC (+ TROUBLESHOOTING)  
OPERATOR

PRELIMINARY TASK DEVELOPMENT WORKSHEETS

TASK LIST FOR TRAINING

SKILLS LIST

47

DARCOM GUIDE  
TO  
SKILL PERFORMANCE AIDS

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MLL STD-1388-1

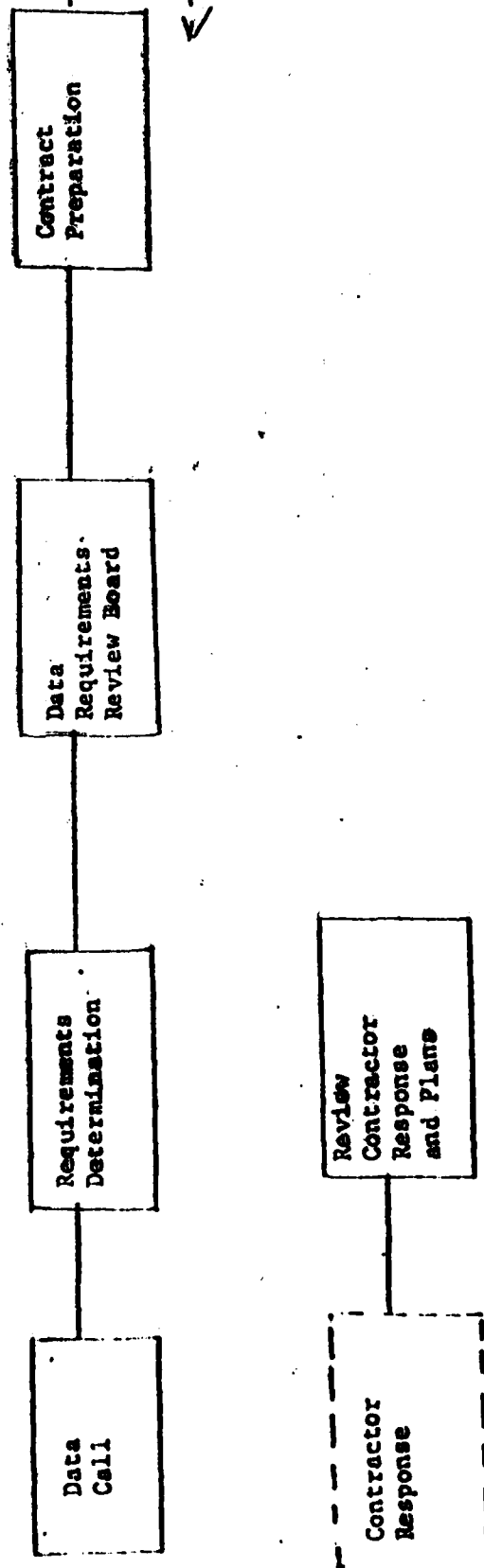
Establishes criteria governing performance of a LSA. Contents and application of individual LSA input data sheets are described in an appendix.

DARCOM PAX 750-16

Implements MLL-STD-1388-1 for DARCOM programs. States logistic support analysis goals and objectives; lists planning requirements for the LSA program; provides sample work statements and data requirements for contractor LSA programs; provides formats and instructions for a LSA Record (LSAR.)

Appendix B contains LSAR standard data sheet formats and associated instructions and definitions. LSAR output summaries are also shown and guidance is provided for data utilization.

AR 310-3 ) Policies on the format and content of equipment publications are general.  
AR 750-1 ) Detailed requirements are contained in the military specifications.



## LSA INPUT DATA SHEETS

A - END ITEM MAINTENANCE REQUIREMENTS

\* B - HOW THE ITEM FAILS

C - WHERE AND WHO FIXES THE FAILED ITEM

\*\* D - HOW THE FAILED ITEM IS FIXED

\* E - DESCRIPTION AND JUSTIFICATION FOR SPECIAL TOOLS,  
TMDE, AND TRAINING EQUIPMENT

\* F - DESCRIPTION AND JUSTIFICATION FOR NEW FACILITIES

\* G - REQUIREMENTS AND JUSTIFICATION FOR NEW SKILLS

H - REPAIR PARTS REQUIREMENTS-PROVISIONING

\* J - TRANSPORTABILITY ENGINEERING CHARACTERISTICS

\* Not presently automated

\*\* Partially automated.

ref: DARCON-P 750-16

ILS-10-4

LSA OUTPUT SUMMARIES

- 01 - DIRECT AMMH BY SSC AND CATEGORY OF MAINTENANCE
- 02 - PERSONNEL AND SKILL SUMMARY
- 03 - RELIABILITY AND MAINTENANCE SUMMARY
- 04 - MAINTENANCE ALLOCATION SUMMARY
- 05 - SUPPORT ITEM UTILIZATION SUMMARY
- 06 - CRITICAL MAINTENANCE TASK SUMMARY
- 07 - SUPPORT ITEM REQUIREMENTS BY SSC AND MAINTENANCE CATEGORY
- 08 - ADDITIONAL SUPPORT ITEM REQUIREMENTS BY SSC AND MAINTENANCE CATEGORY
- 09 - SUPPORT ITEM LIST BY LCN
- 10 - SUPPORT ITEM LIST BY PART NUMBER
- 11 - SPECIAL TRAINING DEVICE REQUIREMENTS
- 12 - SPECIAL FACILITY REQUIREMENTS
- 13 - SUPPORT EQUIPMENT GROUPING NUMBER UTILIZATION SUMMARY

ref: DARCOM-P 750-16

ILS-12-4

LSA OUTPUT SUMMARIES (CONTINUED)

- 14 - TRAINING TASK LIST/TASK INVENTORY
- 16 - PRELIMINARY MAINTENANCE ALLOCATION SUMMARY
- 17 - PRELIMINARY ALLOCATION SUMMARY TOOL PAGE
- 20 - TOOL AND EQUIPMENT REQUIREMENTS
- 26 - REPAIR PARTS LIST (BY LCN)
- 27 - SPECIAL TOOLS LIST (BY LCN)
- 28 - CROSS REFERENCE INDEXES (MAINTENANCE CATEGORY)
- 29 - REPAIR PARTS (BY TM DESIGNATION)
- 30 - SPECIAL TOOLS LIST (BY TM DESIGNATION)
- 31 - CROSS REFERENCE INDEXES (BY MAINTENANCE LEVEL)
- 36 - PROVISIONING REQUIREMENTS
- 50 - LSA CONTROL NUMBER MASTER FILE
- 51 - PARTS MASTER FILE

10-25

ref: DARCOM-P 750-16

ILS-13-4

LSA/LSAR SOURCE DATA  
FOR SPAS PROCESS

1. SOURCE DATA SUMMARY REPORTS AVAILABLE

SPAS SOURCE DATA REQUIREMENT

- A. PRELIMINARY MAINTENANCE ALLOCATION CHART
- B. MAINTENANCE ALLOCATION CHART
- C. EQUIPMENT BREAKDOWN
- D. TOOL AND TEST EQUIPMENT
- E. TASKS SELECTED FOR TRAINING
- F. REPAIR PARTS & SPECIAL TOOLS LISTS

LSAR SUMMARIES

16  
04 THRU 31  
26  
20  
14  
26, 27

2. SOURCE DATA SHEETS FOR TM & ETM DEVELOPMENT

SPAS SOURCE DATA REQUIREMENT

- A. OPERATOR AND MAINTENANCE TASKS
- B. FAILURE SYMPTOM ANALYSIS
- C. TROUBLESHOOTING DATA
- D. FUNCTIONAL DESCRIPTION DATA
- E. TASK ANALYSIS
- F. SKILLS DATA

LSAR SUMMARIES

C,D  
B  
C,D  
B (CARD B07)  
C,D  
D,G

## CHAPTER 3

## HOW TO USE THIS GUIDE TO DEVELOP CONTRACT REQUIREMENTS

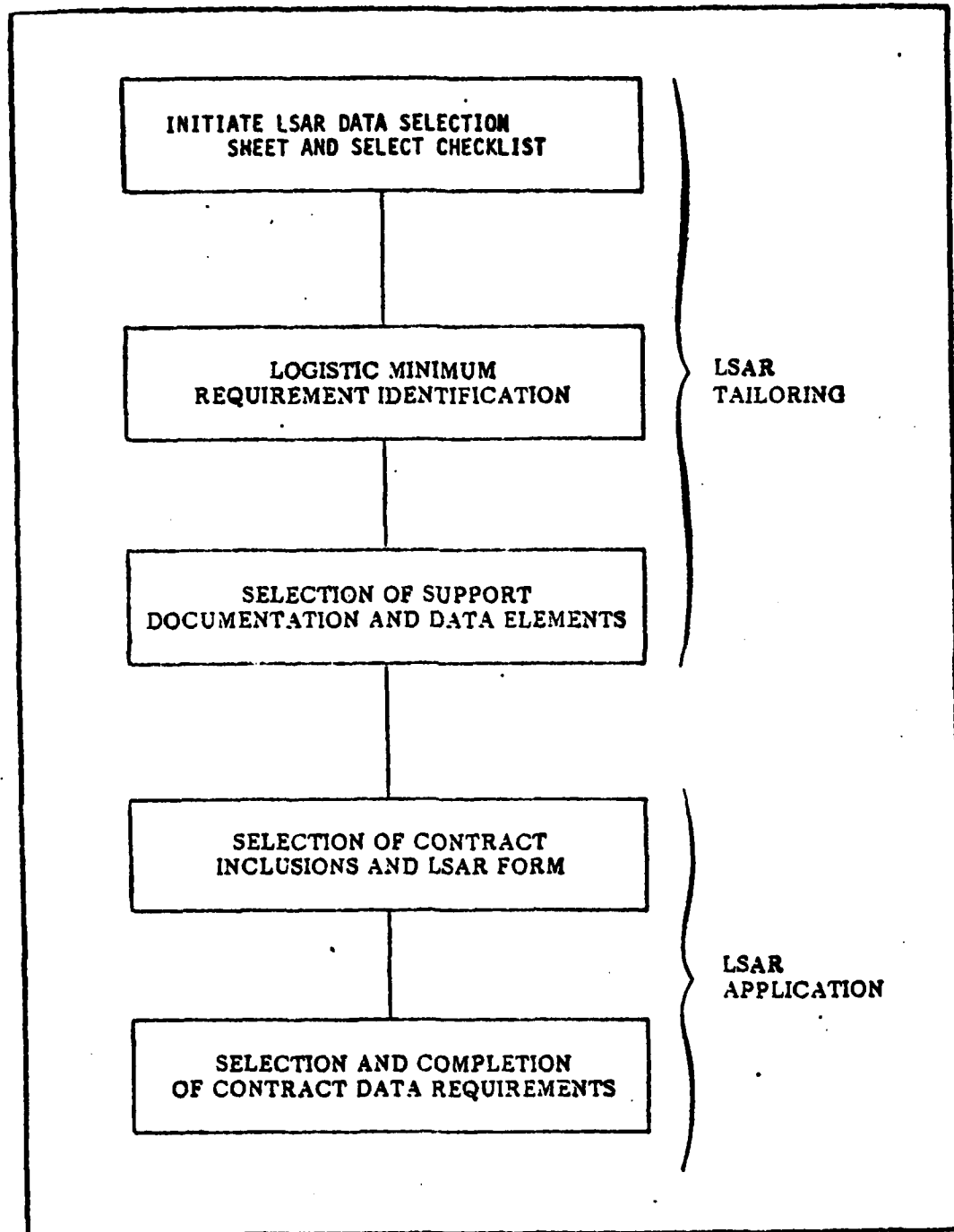
3-1. Purpose and scope. This chapter provides information to enable the user to apply the LSA/LSAR Tailoring Procedures Guide to an Army hardware acquisition. This chapter presents the logic flow of the step-by-step instructions contained in chapters 5 and 6 of the guide; shows how the user identifies particular LSA and LSAR requirements, and how these requirements are incorporated into an Army procurement.

3-2. Steps to apply LSA/LSAR tailoring procedures. Figure 3-1 displays the sequential steps in the proper use of this guide. The steps indicated in the figure are described and referenced to appropriate sections of the guide in table 3-1.

3-3. Use of statements of work. a. Appendix B contains contractual statements of work to be used when obtaining LSA as part of an Army hardware procurement. The statements of work are somewhat general in nature because of the diverse nature of business of the various Army user commands. However, an attempt has been made to structure these statements of work to the different phases of an equipment's life-cycle, recognizing that the LSA requirements for each life-cycle phase are different. The statements of work are intended to provide a basic framework around which the guide user can build the specific statement of work for his particular LSA procurement.

b. Since the specific requirements of any procurement cannot be totally anticipated in advance, the statements of work in appendix B are written in the form of top level requirements. It is intended that the LSA plan required of the contractor address the more specific issues of WHO, WHAT, WHEN and HOW the details of the LSA process will be accomplished. Additionally, it is recognized that many major development programs involve weapon systems that will be managed by more than one readiness command. For these cases, it is essential that the identification of minimum logistic requirements and the selection of support documentation and data elements be a coordinated effort on the part of all involved parties. This coordination is essential to insure the LSA/LSAR effort will satisfy each commands needs in accomplishing their missions and functions in support of the weapon system under development.

c. It is recognized that in some cases, contracts will be negotiated that span more than one life-cycle phase. In those cases, the guide user must use his own initiatives to combine the appropriate statements of work in appendix B.



**FIGURE 3-1**  
**LSAR TAILORING AND APPLICATION STEPS**



**TABLE 3-1**  
**STEPS TO APPLY LSAR TAILORING PROCEDURES**

DARCOM-C 700-4

STEP	DESCRIPTION	GUIDE REFERENCE
a Initiate LSAR Data Selection Sheet and Select Appropriate Checklist in Appendix	The initial steps in completing the LSAR Data Selection Sheet direct the user to a unique checklist in Appendix B for the particular procurement and life cycle phase involved.	• Chapter 5 LSA Requirements
b Logistic Minimum Requirement Identification	The selected checklist has a left-hand column which contains the 9 traditional Logistic Elements (Maintenance, Supply Support, Etc.). For each logistic element, the Data Item Descriptions (DIDs) which could apply to the particular procurement are listed. The User tentatively selects the appropriate DIDs by continuing to follow detailed instructions.	• Appendix B Tabs of Checklist and Statements of Work
c Selection of Support Documentation and Data Elements	The content and use of the DIDs are described. The user determines from his own knowledge if the data represented by his tentative DID selection from step b, above are currently available. Reference matrices are provided to assist the user in making sure that his determination is thorough. If the data are available, the DID is not required. If the data are not available, the tentative selection of the DID for procurement is confirmed. For each DID confirmed for procurement, the user specifies LSA data elements for inclusion in the LSAR data base.	• Chapter 4 Logistic Support Analysis and Support Documentation  • Chapter 5 LSA Requirements  • Appendix A Document Ordering Information Catalog
d Selection of Contract Inclusions and LSAR Form	The user selects the correct statement of work. The statement of work indicates requirements for Government furnished information. Using definitions to assist in determining applicability, the user either deletes an indicated requirement, or supplies the Government furnished information to be inserted into the selected statement of work. The user specifies automated, manual, or hybrid LSAR if choice is indicated in the statement of work.	• Chapter 6 LSA Contract Requirements  • Appendix B Checklist and Statements of Work
e Selection and Completion of Contract Data Requirements	The user incorporates completed LSAR Data Selection Sheet, into the selected contract statement of work. Using the Document Ordering Information sheets selected in step c, above, the user prepares DD Form 1423, Contract Data Requirements List, for the documents to be procured. The user completes all other portions of the LSAR statement of work and incorporates it and the LSAR Contract Data Requirement List into the hardware procurement request.	• Chapter 6 LSA Contract Requirements  • Appendix A Document Ordering Information Catalog

Scenario Analysis: A New Approach to  
Validating Contingency Training

Lt Col J. L. Mitchell  
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USAF Occupational Measurement Center  
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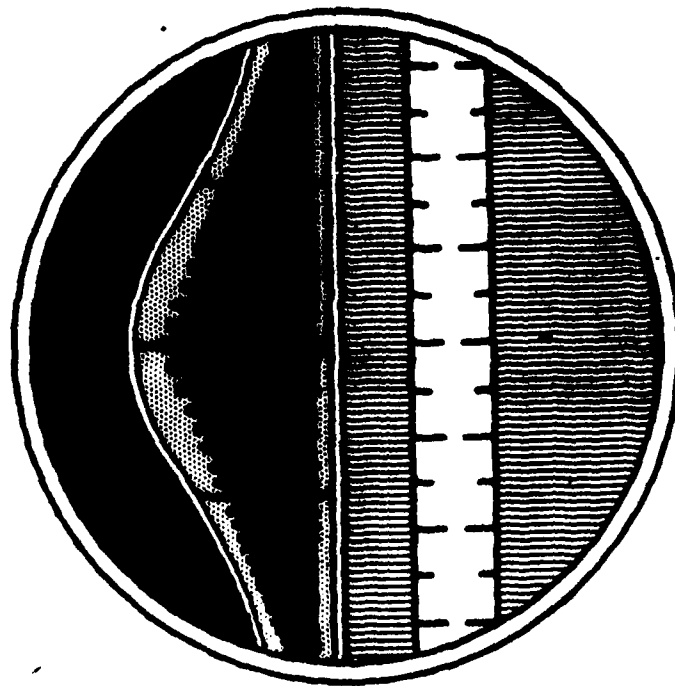
ABSTRACT

The USAF Occupational Analysis Program normally provides data from occupational surveys on what tasks and jobs are performed by incumbents in an Air Force Specialty (AFS). Such data are one major data source for Air Force Utilization and Training Workshops where decisions are made on how airmen should be utilized and what their standard training should be. Currently data are provided on percent of first enlistment personnel performing tasks, equipment used or maintained, senior technician's rating of relative difficulty of tasks (TD), and supervisor's recommended emphasis on tasks in first enlistment training (TE). Recent innovations permit formatting of occupational data, including TD and TE ratings, in the form of the Air Force Specialty Training Standard (STS), a key specialty document which impacts all training (resident, career development course, OJT) and testing in the specialty.


However, normal occupational data do not help in determining the content of courses aimed at meeting new missions (not currently performed) or future contingency operations. At the request of the Security Police Academy Commander, USAFOMC undertook a special project to help validate an Air Base Ground Defense Tactics course, a new course involving an anticipated security policy mission. A scenario approach was used to specify a general limited war situation, and raters were asked to rate, on a relative training emphasis scale, 187 items (tactics, knowledge, skills, and equipment) which might be needed in such an emergency. Raters were 906 Security Police Officers and NCOs, including flight commanders, major command staff, those with combat experience, training personnel, and safeside-trained personnel. Agreement among raters was very high; correlations of mean ratings for pairs of major command representative groups ranged from .95 to .97. The correlation of officer and enlisted samples was .97.

Data from this study (item TE rating and percent of raters recommending training) were used to evaluate the proposed ABGD course and were briefed to the Security Police Academy Board of Regents in July 1979. The Board of Regents expressed satisfaction that the course, as designed and validated with data, will meet the new Air Force security police mission. Thus, for this project, the scenario analysis approach using training emphasis ratings appears to be a valid methodology for validating contingency training requirements.

# OCCUPATIONAL MEASUREMENT CENTER



"BASIS FOR THE BEST - MANAGEMENT THRU MEASUREMENT"



# **OCCUPATIONAL MEASUREMENT CENTER**

**"BASIS FOR THE BEST - MANAGEMENT THRU MEASUREMENT"**

## **OCCUPATIONAL MEASUREMENT CENTER**

### **OCCUPATIONAL SURVEY BRANCH**

**DATA FOR CLASSIFICATION DECISIONS**

**DATA FOR TRAINING DECISIONS**

### **OCCUPATIONAL TEST DEVELOPMENT BRANCH**

**- SPECIALTY KNOWLEDGE TESTS**

**- PROMOTION FITNESS EXAMS**

# OCCUPATIONAL MEASUREMENT CENTER

## "BASIS FOR THE BEST - MANAGEMENT THRU MEASUREMENT"

### OCCUPATIONAL SURVEY PROCESS

- REQUEST RECEIVED FOR SURVEY
- TENTATIVE TASK INVENTORY DEVELOPED
- TASK LIST VALIDATED THROUGH FIELD VISITS
- TASK LIST PUBLISHED AS USAF JOB INVENTORY
- JOB INVENTORY ADMINISTERED TO INCUMBENTS
- RETURNED DATA PROCESSED
- DATA ANALYZED AND RESULTS REPORTED
- TRAINING AND UTILIZATION CONFERENCE HELD

# **OCCUPATIONAL MEASUREMENT CENTER**

## **WORKSHOP FOR THE BEST MANAGEMENT THROUGH MEASUREMENT**

### **PLANNING AND UTILIZATION WORKSHOPS**

THE WORKSHOP FOR THE BEST MANAGEMENT THROUGH MEASUREMENT IS AN INTERACTION OF THE FOLLOWING INTERESTED PARTIES:

• SCHOOL OFFICERS AND CURRICULUM PERSONNEL

• TRAINING MANPOWER FUNCTIONAL REPRESENTATIVES

• OCCUPATIONAL SURVEY ANALYST

• TRAINING OBJECTIVES MANAGEMENT OFFICER (TOMO)

• TRAINING COORDINATION PERSONNEL

• STAFF FUNCTIONAL MANAGER (IN SOME SITUATIONS)

THE WORKSHOP ON DEVELOPMENT AND REFINEMENT OF SPECIALTY TRAINING

THE SCHOOL BUILDS STRAWMAN STS BASED ON OLD STS AND/OR SURVEY DATA

THE WORKSHOP MEMBERS DISCUSS COMMAND NEEDS IN RELATION TO SURVEY

DATA

- DECISIONS ON LEVEL AND LOCATION OF TRAINING MADE WITH HELP OF TASK FACTOR AND OTHER OCCUPATIONAL SURVEY DATA

THE NEGOTIATED "CONTRACT" BETWEEN AF USERS AND AF TRAINERS

# INFLUENCES ON AF TRAINING

SURVEY DATA  
 APPLICATION DECISIONS  
 CONCEPTS  
 CONCEPTS  
 DECISIONS  
 APPLICATIONS

AFR 39-1  
 SPECIALTY  
 DESCRIPTION  
 SPECIALTY  
 TRAINING  
 STANDARD  
 (STS)  
 OJT  
 CDC  
 POI  
 SKT  
 PFE  
 TRAINED  
 AND  
 QUALIFIED  
 RESOURCE



# **OCCUPATIONAL MEASUREMENT CENTER**

**"BASIS FOR THE BEST - MANAGEMENT THRU MEASUREMENT"**

## **OCCUPATIONAL ANALYSIS PROVIDES**

- **COMPREHENSIVE LISTING OF TASKS - WHAT AIRMEN DO**
- **NUMBER PERFORMING TASKS**
- **PERCENT TIME SPENT ON EACH TASK**
- **TASK AND JOB DIFFICULTY**
- **TRAINING EMPHASIS BY TASK**
- **ELECTRONIC PRINCIPLES DATA (IN ALL ELECTRONIC AFSCs)**



## **TRAINING EMPHASIS**

- COURSE DECISIONS CAN BE GUIDED USING TRAINING EMPHASIS RATINGS, TOGETHER WITH OTHER FACTORS
- DATA COLLECTED FROM APPROX 50 EXPERIENCED FIELD SUPERVISORS STATIONED WORLDWIDE
  - INDEPENDENT RATINGS
  - ACCEPTABLE AGREEMENT IN RATING POLICY
  - (ORDINER THAN 3 OR 4 "EXPERTS" SITTING AROUND A TABLE).
- TRAINING EMPHASIS RATINGS ARE VALID ACCORDING TO THE ISD MODEL
  - SAME RATINGS ARE PREDICTABLE BY ISD FACTORS
  - CORRELATION OF INADEQUATE PERFORMANCE
  - TASK DELAY TOLERANCE
  - PERCENT PERFORMING
  - TASK DIFFICULTY

# **TRAINING EFFORTS SCALE**

**0. NO TRAINING REQUIRED**

**1. EXTREMELY LOW**

**2. VERY LOW**

**3. LOW**

**4. BELOW AVERAGE**

**5. AVERAGE**

**6. ABOVE AVERAGE**

**7. HIGH**

**8. VERY HIGH**

**9. EXTREMELY HIGH**

# SAMPLE TRAINING EMPHASIS PRINTOUT

DUTY	TASK	TASK TITLES	SEQUENCE		TRAINING EMPHASIS	1st <sup>o</sup> JOB	TASK DIFF
			NUMBER				
E	141	COMPLETE AMS FORM 10	1		7.20	72.6	5.17
E	149	DETERMINE CLOUD LAYER TO BE CONSIDERED CEILING	2		7.08	77.4	4.93
E	154	DETERMINE PREVAILING VISIBILITY VALUES	3		6.88	74.7	4.68
E	146	DETERMINE ALTIMETER SETTINGS	4		6.88	77.4	4.93
F	215	PREFLIGHT RAWINSONDE (RAWIN) SET CONTROL RECORDERS	301		1.35	2.7	5.28
H	254	LAUNCH FLIGHT EQUIPMENT	302		1.35	3.2	4.12
H	259	PERFORM CELESTIAL ORIENTATION OF THEODOLITES	303		1.35	2.2	5.31
R	558	PERFORM END OF DAY (OPTICAL) PROCEDURES	597		.06	0	4.75
R	570	POSITION ANTENNAS	598		.06	0	4.75
R	571	PREPARE ELECTRON DENSITY PROFILE PREDICTIONS	599		.06	0	6.24
R	579	PREPARE MYSTIC STAR STUDIES	600		.06	0	5.95

• PERCENT MEMBERS PERFORMING

# SAMPLE STS 422ND MATCH WITH SURVEY DATA

	<u>1st</u> <u>ENL</u>	<u>5</u> <u>LVL</u>	<u>TASK</u> <u>DIFF</u>
16 A 3 TROUBLESHOOT DC GENERATOR SYSTEMS			
K555 ISOLATE MALFUNCTIONS ON PORTABLE DC RECTIFIERS	3	13	5.57
K241 ISOLATE MALFUNCTIONS ON DYNOMOTOR SYSTEM CIRCUITS	3	5	5.23
16 A 4 INSPECT DC GENERATOR SYSTEMS			
6135 VISUALLY INSPECT AIRCRAFT DC POWER DISTRIBUTION CIRCUIT COMPONENTS	43	67	4.94
6157 VISUALLY INSPECT DC GENERATOR SYSTEMS CIRCUIT COMPONENTS	32	40	4.78
6150 VISUALLY INSPECT DYNOMOTOR SYSTEM CIRCUIT COMPONENTS	3	5	4.57
16 A 5 REPAIR & OVERHAUL COMPONENTS OF DC GENERATORS			
J400 ASSEMBLE OR DISASSEMBLE GENERATORS	20	25	5.87
J402 ASSEMBLE OR DISASSEMBLE MOTORS	13	17	5.78
J429 CLEAN INTERNAL PARTS OF MOTORS	12	16	3.19
J404 CLEAN INTERNAL PARTS OF VOLTAGE REGULATOR	5	11	3.28



**AIR BASE GROUND DEFENSE TACTICS**

**REQUESTED BY: COMMANDER SECURITY POLICE ACADEMY  
LACKLAND AFB, TEXAS**

### SCENARIO APPROACH

#### A GENERAL LIMITED WAR BREAKS OUT OVERSEAS

- USAF BASES SUBJECT TO ATTACK
- AGENTS, SABOTEURS, AND COMPANY SIZE FORCES
- SMALL ARMS UP TO ANTI-AIRBOR MISSILES (SAGGER)
- DESTROY OR DISRUPT USAF AIR OPERATIONS

#### USAF AIR BASE GROUND DEFENSE ROLE

- SPECIALLY TRAINED ADDED TEAMS OF SECURITY POLICE

**GIVEN THE SCENARIO,**

**WHAT**

**TACTICS, KNOWLEDGES, SKILLS  
WEAPONS  
EQUIPMENT  
VEHICLES**

**SHOULD BE TRAINED?**

**ARMED INVENTORY**

- 107 ITEM DISTINGUISH (TACTICS, WEAPONS, EQUIPMENT, ETC.)

- DEVELOPED BY OMC AND CAMP DILLIS PERSONNEL
- VALIDATED WITH SP ACADEMY STAFF
- VALIDATED BY SP STAFF OF ALL MAJOR COMMANDS
- REVIEWED AND APPROVED BY AFOSP

- ADMINISTERED THRU CBPOs WORLDWIDE

- TO 1,200 SP OFFICERS AND SENIOR NCOs
- LETTER FROM DEEN BROOKSHER, CHIEF AFOSP
- COMPLETED IN 37 DAYS



**WHAT EMPHASIS SHOULD BE GIVEN IN TECHNICAL TRAINING?**

- |   |   |                |
|---|---|----------------|
| 0 | - | NONE           |
| 1 | - | EXTREMELY LOW  |
| . |   |                |
| . |   |                |
| . |   |                |
| 5 | - | AVERAGE        |
| . |   |                |
| . |   |                |
| . |   |                |
| 9 | - | EXTREMELY HIGH |

**MATTERS (CP-906)**

**MSGTs**

**SMSGTs AND CMSGTs**

**FLIGHT COMMANDERS (1LT AND CAPTs)**

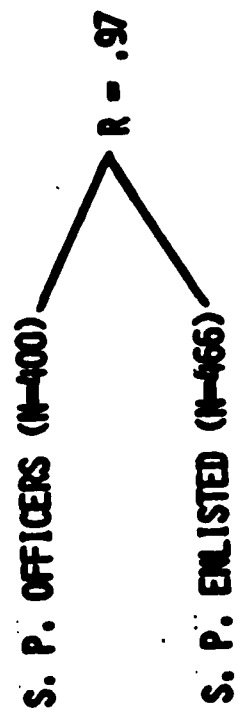
**MAJOR COMMAND SP STAFF (CAPT - COLONEL)**

**COMBAT EXPERIENCE (KOREAN/V.N.)**

**SAFESIDE - TRAINED PERSONNEL**

**ATC SECURITY POLICE TRAINING PERSONNEL**

	ATC	MAC	SAC	TAC	PACAF	USAF
ATC (0-95)	1.00					
MAC (0-05)	.96	1.00				
SAC (0-256)	.96	.96	1.00			
TAC (0-05)	.96	.96	.96	1.00		
PACAF (0-54)	.96	.95	.96	.95	1.00	
USAF (0-171)	.96	.95	.97	.95	.96	1.00



NOs STAFF/PLANS

.95

E-8/E-9

PACAF

8997

HQ STAFF PLANS

## ANNEX SECTION 1

### INDIVIDUAL TACTICS

USE OF WEAPONS IN COMBAT

RIGHT MOVEMENT TECHNIQUES

.  
.  
.

FIRST AID FOR NBC INJURIES

.  
.  
.  
.  
.

GENEVA CONVENTION PROVISIONS

<u>TRAINING EMPHASIS</u>	<u>PERCENT RECOMMENDING</u>
7.03	95.6
6.70	95.7
.	.
.	.
5.26	87.5
.	.
.	.
.	.
.	.
2.95	69.4

## ADSD SECTION 2

<u>GROUP TACTICS</u>	<u>TRAINING EMPHASIS</u>	<u>PERCENT RECOMMENDING</u>
INTEGRATED USE OF INDIVIDUAL WEAPONS	7.70	97.8
TEAM FIRE AND MOVEMENT TECHNIQUES	7.22	96.6
...	.	.
...	.	.
ESTABLISH FIRE PLAN	5.0	78.5
...	.	.
...	.	.
SELECT FIELD LOCATION AND DETERMINE LIVABILITY	3.57	63.8



# ARMED SECTION 3

<u>WEAPONS</u>	<u>TRAINING EMPHASIS</u>	<u>PERCENT RECOMMENDING</u>
M-16 RIFLE	7.68	96.6
M-60 MACHINE GUN	7.23	95.3
40MM GRENADE LAUNCHER	6.96	97.6
.	.	.
.	.	.
.	.	.
.	.	.
M-12 SHOTGUN	2.90	96.5
.38 CALIBER REVOLVER	2.75	57.8

# **ANNEX SECTION 4**

<b><u>EMPLOYMENT</u></b>	<b><u>TRAINING EMPHASIS</u></b>	<b><u>PERCENT RECOMMENDING</u></b>
<b>GAS MASK</b>	6.09	91.3
<b>STABILITE SCOPE</b>	5.98	91.1
.	.	.
.	.	.
.	.	.
.	.	.
<b>PICKETS</b>	2.12	41.7
<b>PUBLIC ADDRESS SYSTEM</b>	1.57	39.3

**ANNEX SECTION 5**

<b><u>VEHICLES</u></b>	<b><u>TRAINING EMPHASIS</u></b>	<b><u>PERCENT RECONFENDING</u></b>
<b><u>ARMED PERSONNEL CARRIER</u></b>		
<b><u>JEEP</u></b>	5.76	87.9
.	5.71	90.2
.	.	.
.	.	.
.	.	.
.	.	.
<b><u>SEMI</u></b>	1.03	29.0
<b><u>TRUCK</u></b>	.72	24.3

**SUMMARY**

**SCENARIO ANALYSIS  
TRAINING EMPHASIS FOR SPECIALIZED COURSE  
DATA ARE VALID AND RELIABLE FOR THIS SCENARIO**

THE ANALYSIS OF SOFT SKILL  
AREAS IN THE ARMY:  
A RESEARCH MODEL

MAJ ROBERT R. BEGLAND  
TRADOC HQ  
FORT MONROE, VA

# SOFT SKILLS

# EXTENDED ANALYSIS

**EXTENDED ANALYSIS  
BRIEFING**

● **HISTORICAL PERSPECTIVE**

Purpose of Project  
Soft Skills Definition  
Early Research  
Symposium  
Milestones  
Extended Analysis

● **Extended Analysis**

Procedural Task  
Transfer Task  
Variance  
Transfer Task Identification  
Examples  
Apprehend a Suspect  
Interviewing  
Defensive Operations  
Search and Seizure  
Types of Analysis

● **Present Status**

● **Implications for Officer Analysis**

EXTENDED ANALYSIS  
HANDOUTS

TAB A	Interviewing
TAB B	Defensive Operations
TAB C	Search and Seizure Structural Analysis
TAB D	Warrant Search, Probable Cause, 1st Person
TAB E	Warrant Search, Probable Cause, 2nd Person
TAB F	Warrant Search, Probable Cause, 3rd Person
TAB G	Search and Seizure Standards (Rules)
TAB H	Multi-Dimensional Analytic Technique
TAB I	Chapter 9 <u>DRAFT</u> Outline



### EXTENDED ANALYSIS MILESTONES

18 APR 79.....OFFICER JOB & TASK ANALYSIS 1PR  
MAY-JUN 79.....STRATEGY FORMULATION  
24-26 JUL 79.....SOFT SKILL ANALYSIS SYMPOSIUM  
14-16 AUG 79.....SOFT SKILL ANALYSIS SEMINAR  
AUG-SEP 79.....PRELIMINARY DRAFT (SSP)  
OCT 79.....ORAD REVIEW & REMRITE  
12-30 NOV.....LIMITED DISTRIBUTION REVIEW  
7-20 DEC.....FIRST REVISION (SSP)  
JAN.....ORAD REVIEW & REMRITE  
15-17 JAN.....CHIEFS OF ANALYSIS PRESENTATION  
1-29 FEB.....SERVICE SCHOOL REVIEW (FIRST DRAFT)  
1-21 MAR.....ORAD REMRITE (FINAL DRAFT)  
1 APR.....SERVICE SCHOOL DISTRIBUTION (TEST CHAPTER)

PROCEDURAL TASK. A PROCEDURAL TASK IS A TASK

(1) FOR WHICH THERE IS A SET PROCEDURE FOR DOING THE TASK,

(2) FOR WHICH, IF ONE FOLLOWS THAT PROCEDURE, THE DESIRED RESULT WILL OCCUR EVERY TIME, AND

(3) FOR WHICH, IF ONE DOES NOT FOLLOW THE PROCEDURE, THE DESIRED RESULT WILL NOT USUALLY OCCUR.

TRANSFER TASK. A TRANSFER TASK IS A TASK

(1) FOR WHICH THERE ARE AT LEAST TWO APPROACHES FOR

DOING THE TASK, AND

(2A) FOR WHICH FOLLOWING A SET PROCEDURE THAT YIELDS

THE DESIRED RESULTS IN SOME SITUATIONS MAY NOT YIELD

THE DESIRED RESULTS IN OTHER SITUATION, OR

(2B) FOR WHICH TWO OR MORE SET PROCEDURES MAY YIELD THE  
DESIRED RESULTS FOR A SINGLE SITUATION.

MANY GOOD PROCEDURES  
FOR EACH SITUATION  
(PERFORMER CONTROL)



3b

PERFORMER  
VARIATION

(NO PERFORMER CONTROL)

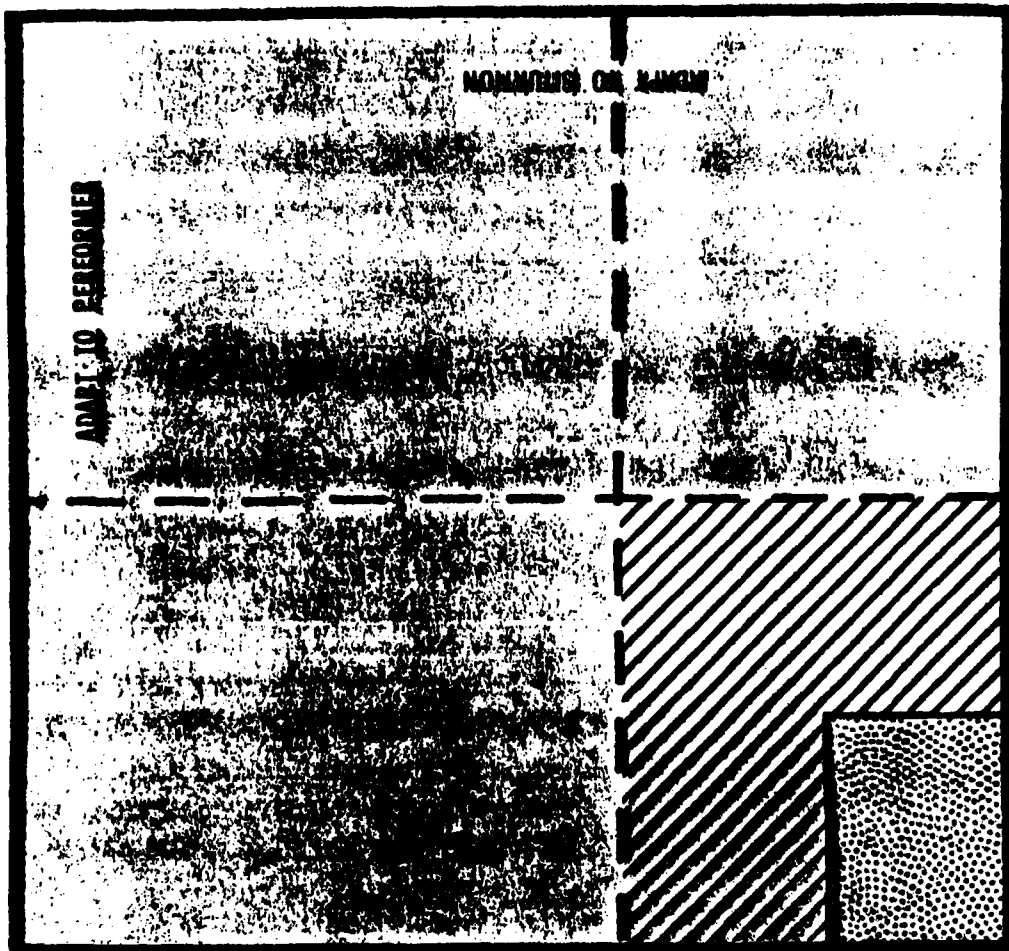
ONE BEST PROCEDURE  
FOR EACH SITUATION



UNITARY PROCEDURAL TASK

MULTIPLE PROCEDURAL TASK

TRANSFER TASK



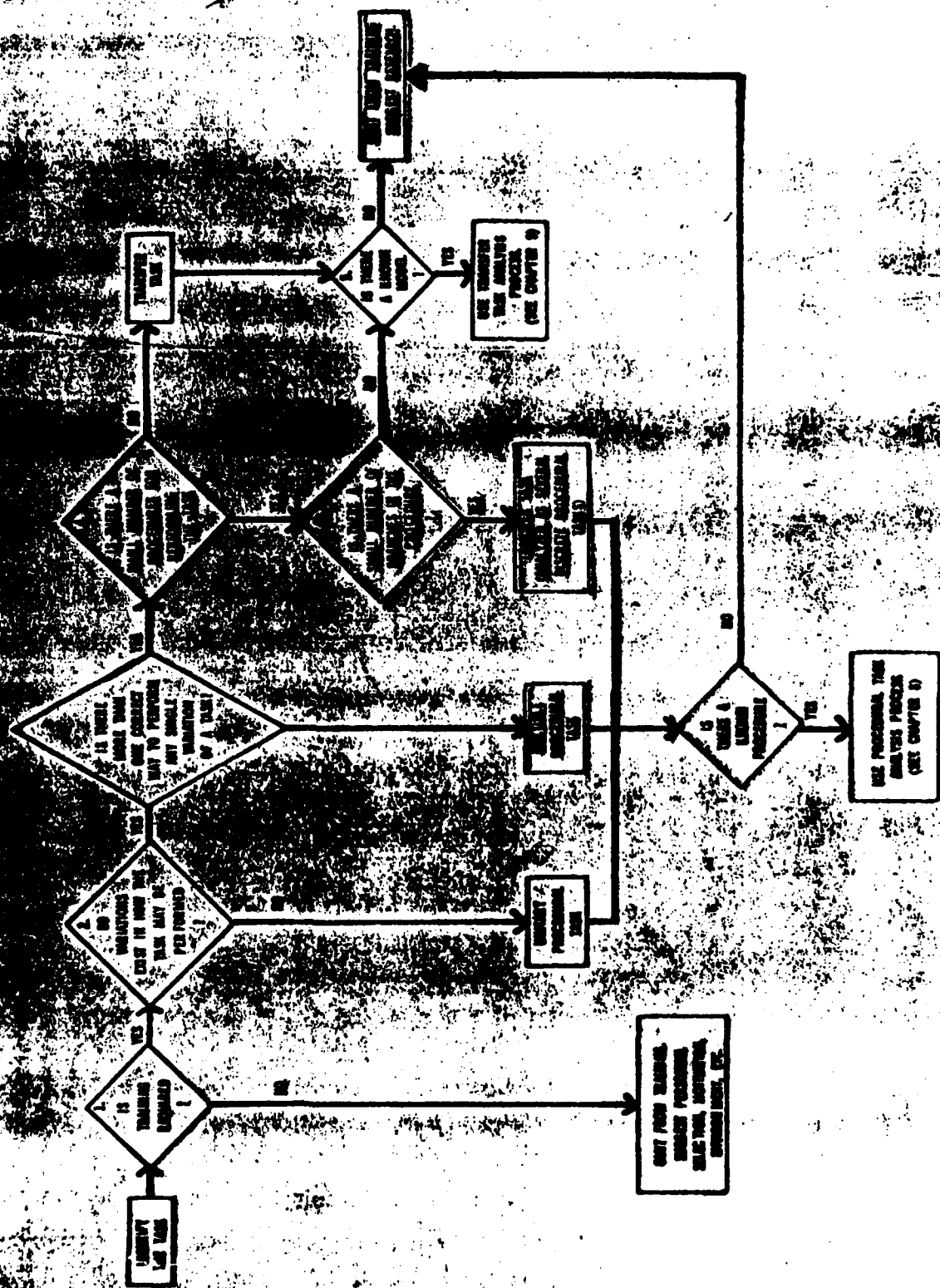
MANY GOOD  
PROCEDURES  
ONE FOR EACH  
OF MANY SITUATIONS

3a

SITUATION  
VARIATION

ONE BEST PROCEDURE  
FOR ALL SITUATIONS





EXTENDED ANALYSIS IS A CHARACTERISTIC EXAMPLE OF A "SOFT SKILL" IN THAT EACH TIME IT IS PERFORMED THERE IS BOTH SITUATIONAL AND PERSONAL VARIANCE THAT AFFECTS THE OUTPUT AND PROCESS; THEREFORE THIS PROCEDURE IS LESS IMPORTANT THAN THE MODEL (PRINCIPLES) AND THE COGNITIVE STRATEGY.

## **JOB DATA DISPLAY**

**96C INTERROGATOR**

**DUTY: INTERVIEWING**

**PAUL H. MADARASE, Ph.D  
Education Specialist  
ATFL-TD-JS**

# KEY TO ABBREVIATIONS

VP - Verb phrases

VP (inf) - Verb phrases with infinitive

NP - Noun phrases

TA - Time adverbs

SA - Spatial adverbs (locative)

AQ - Adverbs of quantity



DUTY/TASKS	INTERACTION		
1. Interviewing	Sources/Participants/ Stimuli	Roles	Modes
<ol style="list-style-type: none"> <li>1. Establish Rapport               <ol style="list-style-type: none"> <li>a. Greet interviewee</li> <li>b. Make introductory remarks.</li> <li>c. Carry on limited small talk.</li> </ol> </li> <li>2. Conduct Business               <ol style="list-style-type: none"> <li>a. Establish identity of interviewee.</li> <li>b. Identify himself in his official capacity.</li> <li>c. Explain the nature of interview.</li> <li>d. Ask questions on topics selected.</li> <li>e. Take notes of answers.</li> <li>f. Ask for further details, explanations, clarifications as needed.</li> </ol> </li> <li>3. Terminate Interview               <ol style="list-style-type: none"> <li>a. Thank for the cooperation.</li> <li>b. Set up new time, location for the next interview (if applicable).</li> <li>c. Say good-bye.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Ethnic origin:               <ul style="list-style-type: none"> <li>- ethnic Germans</li> </ul> </li> <li>2. Legal Status:               <ul style="list-style-type: none"> <li>- refugees</li> <li>- deserters</li> <li>- political dissidents</li> </ul> </li> <li>3. Place of origin:               <ul style="list-style-type: none"> <li>- East Germany</li> <li>- The Soviet Union</li> <li>- East European countries</li> </ul> </li> <li>4. Languages/dialects spoken:               <ul style="list-style-type: none"> <li>- East German</li> <li>- Volga German dialect</li> <li>- Other German dialects of Eastern Europe</li> <li>- Standard German (Hochdeutsch)</li> <li>- Russian, Polish, and other Eastern European languages</li> </ul> </li> <li>5. Socio-political background:               <ol style="list-style-type: none"> <li>a. Social Status                   <ul style="list-style-type: none"> <li>- farm workers</li> <li>- factory workers</li> <li>- members of intelligencia</li> <li>- members of former social classes</li> </ul> </li> <li>b. Political affiliations                   <ul style="list-style-type: none"> <li>- Communist Party</li> <li>- Communist Youth Organizations</li> <li>- Trade Unions</li> <li>- Non-members</li> </ul> </li> </ol> </li> <li>6. Level of education/training               <ul style="list-style-type: none"> <li>- from elementary to post doctoral education</li> <li>- all types of vocational training</li> </ul> </li> <li>7. Civilian occupations               <ul style="list-style-type: none"> <li>- farmers (agricultural laborers)</li> <li>- factory workers</li> <li>- artisans</li> <li>- managers</li> <li>- government employees</li> <li>- professionals</li> <li>- artists</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Role set identity               <ul style="list-style-type: none"> <li>- individual to individual</li> <li>- adult to adult</li> <li>- male to male</li> <li>- male to female</li> <li>- female to male</li> <li>- young to old</li> <li>- old to young</li> <li>- same age</li> </ul> </li> <li>2. Types of Role               <ol style="list-style-type: none"> <li>a. psychological roles                   <ul style="list-style-type: none"> <li>- equality</li> <li>- neutrality</li> <li>- empathy</li> <li>- sympathy</li> <li>- cooperation</li> <li>- persuasion</li> <li>- direction</li> <li>- suspicion</li> </ul> </li> <li>b. Social roles                   <ul style="list-style-type: none"> <li>- stranger to stranger</li> <li>- official to private person</li> <li>- friend to friend, etc.</li> </ul> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Linguistic Interaction               <ol style="list-style-type: none"> <li>a. Types                   <ul style="list-style-type: none"> <li>- face-to-face communication</li> <li>- over the phone</li> </ul> </li> <li>b. Language skills required                   <ul style="list-style-type: none"> <li>- conversational language</li> <li>- speaking(40%)</li> <li>- listening(60%)</li> <li>- note taking</li> </ul> </li> </ol> </li> <li>2. Cultural interaction               <ul style="list-style-type: none"> <li>- use of "body language"</li> <li>- use of culturally appropriate expressions</li> </ul> </li> </ol>

CONDITIONS		CRITERIA/STANDARDS
Setting	Dimensions of Performance	
<p>1. Spatial arrangements</p> <p>a. Location: -office in barracks -Office in other locations</p> <p>b. Unusual circumstances</p> <p>NONE</p> <p>2. Temporal factors</p> <p>a. Pacesettime</p> <p>b. Time of job performance: -all hours of the day</p> <p>c. Duration: -As much time as required (Usually 2-3 hours sessions repeated as needed)</p> <p>Frequency: -several times weekly</p> <p>3. Psychological factors</p> <p>Atmosphere -friendly -cooperative -relaxed -strained -tense</p>	<p>1. Size of utterances</p> <p>a. Questions asked by interviewer -from short phrases to 1-2 sentences</p> <p>b. Answers given by interviewee -from phrases to discourse (short paragraphs)</p> <p>2. Range of language use</p> <p>a. Registers -formal (mostly) -informal</p> <p>b. Styles -casual/colloquial -conventional -deliberative/sophisticated</p> <p>c. Special features -professional/military jargon -up-to-date language -slang expressions -dialects (only for comprehension)</p> <p>3. Complexity</p> <p>a. Sentence construction -simple to highly involved -loose to highly organized</p> <p>4. Speed of communication</p> <p>-Production by source is natural to the individual -Production by interviewer is slow natural-to natural</p> <p>5. Note taking -Driven by the utterances of the interviewee -English and/or Target language are used</p> <p>6. Prior preparation -sets of questions, statements may be prepared.</p>	<p>1. Establish Rapport</p> <p>Expected Performance: Interviewer will greet source, make introductory remarks and carry on small talk while using language features and "body language" appropriate for the source's official position/rank, social status, level of education, sex and age.</p> <p>Criteria: 1. Source will comprehend all utterances of interviewer without need for repetition.</p> <p>2. Interviewer will use the appropriate language registers and styles all times.</p> <p>3. Interviewer will not pause longer than normal for his/her natural speech habit while addressing and/or greeting the source and while making introductory remarks or carrying on small talk.</p> <p>4. Interviewer will select the appropriate functions/notions in support of the topics discussed, and the language exponents appropriate for the setting and psycho-social roles required by the communicative tasks (functions/notions).</p> <p>2. Conduct Business</p> <p>Expected Performance: Interviewer will obtain all data of interest to US agencies.</p> <p>Criteria: 1. Source will comprehend all pre-prepared utterances pertaining to the identification of source, explanation of the nature of interview, questions on topics etc., without need for re-phrasing or repetition.</p> <p>2. Interviewer will deliver all pre-prepared utterances without pause.</p> <p>3. Interviewer will not pause longer than 5 seconds in a 60 second segment while delivering spontaneous utterances.</p> <p>4. Source will comprehend 9 out of 10 unprepared (spontaneous) utterances without need for repetition or rephrasing.</p>

CONDITIONS		CRITERIA/STANDARDS
Setting	Dimensions of Performance	
	<p>7. Use of reference materials -use of dictionary and maps is permitted.</p>	<p>5. Interviewer will comprehend 8 out of 10 utterances of source without need for repetition or rephrasing. Length of utterance will not exceed 50 syllables.</p> <p>6. Notes will contain all significant data in answer to the standard questions such as who does, what, where and when, etc.?</p> <p>3. Terminate Interview</p> <p><b>Expected Performance:</b> Interviewer will express thanks and appreciation, set new time and place for the continuation of interview and make closing remarks while using language features and "body language" appropriate for the source's official position/rank, social status, educational level, sex and age.</p> <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Source will comprehend all utterances of interviewer without need for repetition.</li> <li>2. Interviewer will use the appropriate language registers and styles all times.</li> <li>3. Interviewer will not pause longer than normal for his/her natural speech habit while terminating the interview.</li> <li>4. Interviewer will select the appropriate functions/notions in support of the topics discussed and the language exponents appropriate for the setting and psycho-social roles required by the communicative tasks (functions/notions).</li> </ol>

CONTENT DOMAIN		NOTES
General Topics	Specific Topics	
1. Establishes Rapport <ul style="list-style-type: none"> <li>- living conditions in West Germany</li> <li>- family</li> <li>- health and well being</li> <li>- life in general</li> <li>- hobbies, pastimes</li> <li>- etc.</li> </ul>	1. <u>Order of Battle</u> <ul style="list-style-type: none"> <li>- weapons               <ul style="list-style-type: none"> <li>+ parts</li> <li>+ functions</li> <li>+ ammunition</li> <li>+ distribution</li> <li>+ size (caliber, etc.)</li> </ul> </li> <li>- equipment               <ul style="list-style-type: none"> <li>+ vehicles</li> <li>+ radios</li> <li>+ other communication equipment</li> <li>+ engineers' equipment, etc.</li> <li>+ armor</li> <li>+ artillery</li> </ul> </li> <li>- location               <ul style="list-style-type: none"> <li>+ barracks</li> <li>+ camps</li> <li>+ sites, etc.</li> </ul> </li> <li>- training (up to regiment)               <ul style="list-style-type: none"> <li>+ types</li> <li>+ methods</li> <li>+ field exercises, etc.</li> </ul> </li> <li>- Civil Defense               <ul style="list-style-type: none"> <li>+ equipment</li> <li>+ training</li> <li>+ morale</li> <li>+ discipline</li> </ul> </li> <li>- warehouses</li> <li>- ammo dumps (location, size, etc.)</li> <li>- chemicals (gases)</li> <li>- biological agents</li> </ul>	1. The handbooks on each four areas should be consulted for further details on topics. 2. Proper phrasing of questions is vital, therefore, prior preparation is essential for each topical area to be discussed. 3. Formulating unrehearsed questions for further probing is also a requirement. It is a more difficult task because the interviewer must be able to comprehend the oral input of the source. 4. The language registers, styles used must fit the socio-educational level of the interviewee. It is a delicate matter; therefore special attention should be given to it during prior preparation, and also in training. 5. Answers and statements by the interviewee are highly varied in style, dialects used and levels of sophistication. They, therefore, constitute a real challenge. For this reason, aural comprehension should be stressed during training in the high priority topical areas. 6. Personal documents are often handwritten. Training in reading handwritten notes is essential. 7. Knowledge of the econo-political systems, including current list of important office holders of East Germany (the Soviet Union, etc.) is essential. General knowledge of recent history, geography, the educational system, and other "area background" subject matters are also important.
2. Conduct Business <ul style="list-style-type: none"> <li>- personal history               <ul style="list-style-type: none"> <li>+ names</li> <li>+ addresses</li> <li>+ exact dates</li> <li>+ jobs</li> <li>+ functions</li> <li>+ subordination</li> <li>+ education certificates, diplomas, degrees</li> <li>+ training</li> <li>+ research activities</li> <li>+ party membership</li> <li>+ work setting</li> <li>+ place of work</li> <li>+ product</li> <li>+ productivity</li> <li>+ value of plant, work place</li> <li>+ interrelationship in his work place</li> <li>+ morale</li> </ul> </li> <li>- military background               <ul style="list-style-type: none"> <li>+ ranks</li> <li>+ experiences</li> <li>+ training</li> <li>+ supervisors</li> <li>+ etc.</li> </ul> </li> </ul>	2. <u>Military geography</u> <ul style="list-style-type: none"> <li>- terrain features               <ul style="list-style-type: none"> <li>+ cities, rivers, etc.</li> </ul> </li> <li>- new constructions of all types               <ul style="list-style-type: none"> <li>+ size</li> <li>+ quality, etc.</li> <li>+ roads</li> <li>+ railroads,</li> <li>+ new streets in cities</li> <li>+ industrial plants</li> </ul> </li> <li>- agriculture crops               <ul style="list-style-type: none"> <li>+ yields, etc.</li> </ul> </li> <li>- power plants</li> </ul>	
	3. <u>Socio-political Topics</u> <ul style="list-style-type: none"> <li>- organization of the government</li> <li>- the Communist Party</li> <li>- geo-political considerations</li> <li>- offices (mil., civ)</li> <li>- office holders</li> <li>- recent history</li> <li>- current events</li> <li>- living standards               <ul style="list-style-type: none"> <li>+ wages and prices</li> <li>+ availability of goods</li> <li>+ money system</li> </ul> </li> </ul>	

CONTENT DOMAIN		NOTES
General Topics	Specific Topics	
	<p>3. <u>Socio-political Topics</u> cont'd</p> <ul style="list-style-type: none"> <li>- unions</li> <li>- kolkhos</li> <li>- private sector</li> <li>- etc.</li> </ul> <p>4. <u>Science and Technology</u></p> <ul style="list-style-type: none"> <li>- scientific research <ul style="list-style-type: none"> <li>+ weapon systems</li> <li>+ equipment</li> <li>+ biological/medical research</li> <li>+ psychological warfare</li> <li>+ etc.</li> </ul> </li> <li>- technological data <ul style="list-style-type: none"> <li>+ engineering</li> <li>+ production data <ul style="list-style-type: none"> <li>o industry</li> <li>o agriculture</li> <li>o communication systems</li> </ul> </li> <li>etc.</li> </ul> </li> </ul>	

COMMUNICATIVE FUNCTIONS		
COMMUNICATIVE TASKS	LANGUAGE EXPONENTS	
	Productive	Receptive
1. Perform official/social interaction	Good morning, day, afternoon, evening	See "Productive"
-Greet formally/informally	Hi, Hello	
-Introduce yourself, others	I am +NP My name is +NP This is +NP He/she is +NP They are +NP Pleased to meet you. Nice to meet you. What is your name? Who are you?	See "Productive"
-Open conversation	- VP+ glad you came. -VP+ glad you've accepted our invitation.	-My pleasure... -I am glad to be at your service. -I hope I can be of help.
-Carry on small talk by inquiring about	-How are you today? -How is your family? (wife, sons, daughters, etc.) -How do you feel today? +Are you healthy? +Are you sick?	-Thank you, I'm fine. -Everybody is fine. -My +NP is sick.
+health and well being		Yes, I am healthy. Yes, I am sick I don't feel well today.
+Living conditions	-How do you like your apartment? +Is it big enough? +Is it comfortable -Do you have problems? +with neighbors +with the landlord etc. -Can I help you in any way? -How do you like it here? +the people +the weather -What do you do for relaxation? +Do you play . tennis . golf . soccer etc. -Do you watch TV? +What are your favorite programs?  +Do you watch soccer games? +Do you watch American programs? -Do you play chess? +How good are you at it?	-My apartment is +big enough +not big enough for my family +It is comfortable but not big enough -I have (no) problems with my landlord +neighbors -Yes, you could do me a favor: +please talk with the landlord. -I need a new +stove +refrigerator +carpet etc. -please call my neighbor and tell him that +he plays the music too loud.  -I like it here very much +people are . friendly . helpful -I don't like it too much. +I have no friends. +people are indifferent. -The weather is +nice +too hot
+Life in general		
+Hobbies, pastime		
+etc.		

COMMUNICATIVE FUNCTIONS		
COMMUNICATIVE TASKS	LANGUAGE EXPONENTS	
	Productive	Receptive
		+too cold +it rains a lot. +there is much sunshine -I play +tennis +soccer etc.  -I swim a lot -I watch TV very much -I like the sport programs -I play chess every day +I play chess well.
2. Manage interview		
-Identifying persons +ID card No. +names	-Your name is +NP -Your rank is +NP -Your official title is +NP -You are +NP... (Name) -You are +NP... (trade, profession, occupation)	My name is +NP My ID No. is + AQ. My rank is + NP My title is + NP I'm +NP I'm +NP (trade, profession, etc.)
+locations	-You are from + SA	I'm from + SA
+addresses	-You were born + SA -You lived in + SA -You lived in +street +No + AQ -from +TA to +TA -during +TA (year, month...) -for +TA (month, year)	I was born at/in + SA I lived at/in + SA My address was + SA  from +TA to +TA during +TA  for +TA
+time, duration		
-Explaining +the nature of interview	-It is an interview, not interrogation -You are under no obligation to say anything +you are not obliged to +VP -you may volunteer information.	I understand Yes, I was told about that, too. I would be more than glad to cooperate.
-Suggesting a course of action +procedures	-I'll ask you some standard questions first.	Please, go ahead. I will answer them if I can.
-obtaining cooperation	-Are you now clear about the nature of the interview? -Please answer the questions to the best of your ability. -Next, I will have some detailed questions on topics you are most familiar with. -The information you have on some of the topics may be very valuable to us. -We would appreciate very much your full cooperation -I wish (want) to remind you that	Yes, I am. O.K. It's fine with me.  Please, go ahead. I will answer them if I can.  I certainly hope so.  You are welcome. Naturally, if I am uncertain about something,
-Reminding		

COMMUNICATIVE FUNCTIONS		
COMMUNICATIVE TASKS	LANGUAGE RESPONSES	
	Productive	Receptive
-Requesting cooperation	+answer questions only if you are sure of your facts. -You should not +VP +MP -You must not +VP +MP -Don't +VP +MP  -I request your +help +cooperation -I know you have valuable information. Please +help us +cooperate with us -Would you +VP -Could you +VP -Can I have your cooperation? -Would you be so kind to +tell me +inform me	I will tell you so.  You got it. I'll fully cooperate.  -More than glad to +VP -Naturally, MP +VP
3. Seek factual information.  -Asking questions on topics pertinent to source's background. (see list of topics)	-Interrogative sentences +Yes/no questions. +Sentences with question words (who, when, what? etc.)  +Declarative sentences with question intonation. +Question tags (You are not afraid, are you?) -What do you mean by that? -What did you say? -Did you say (that) +VP -Could you, please, clarify this point.  -What was the name again? -What is the name of that town? -Could you spell them for me. etc.	State factual information.    -I mean what I said. -What I wanted to say is + VP. -In other words +MP +VP -Yes, you are correct. -Yes, I said that -Exactly. -I'll try to clarify it  -The name mentioned was +MP -Yes, I'll spell them for you A as ... B as ... -Certainly. -I would be glad to +VP -Definitely.
-Asking for clarification	-What was the name again? -What is the name of that town? -Could you spell them for me. etc.	-I mean what I said. -What I wanted to say is + VP. -In other words +MP +VP -Yes, you are correct. -Yes, I said that -Exactly. -I'll try to clarify it  -The name mentioned was +MP -Yes, I'll spell them for you A as ... B as ... -Certainly. -I would be glad to +VP -Definitely.
-asking for details	-Could (would) you, please extend on that?	



COMMUNICATIVE FUNCTIONS		
COMMUNICATIVE TASKS	LANGUAGE EXPONENTS	
	Productive	Negative
4. Express/inquire about intellectual attitudes.	<p>-Could we go into more details on that?</p> <p>-Do you have more detailed information?</p> <p>-Who has more detailed information on this topic?</p>	<p>-Just ask any questions you want.</p> <p>-I did not think of that.</p> <p>-Now, as you mentioned it, I recall +VP.</p> <p>-An acquaintance (friend) of mine worked in this field.</p>
-agreement	<p>-I agree</p> <p>That's right</p> <p>Of course</p> <p>Certainly</p> <p>I go along +PP</p> <p>I could not agree more.</p> <p>I share your +NP</p> <p>We are in basic agreement</p> <p>It is so</p> <p>I can +VP (inf.)</p> <p>He may +VP (inf.)</p>	Same as "Productive"
-disagreement	<p>-No.</p> <p>-I don't agree</p> <p>-I don't think so.</p> <p>-That's incorrect.</p> <p>-You are mistaken.</p> <p>-You are wrong.</p>	
-certainty/uncertainty		
-possibility/impossibility		
-denial/confirmation		
-belief/opinion		
5. Express/inquire about emotional attitudes.		
-pleasure/displeasure		
-satisfaction/dissatisfaction		
-approval/disapproval		
-difficulty/ease		
NOTE: The full catalogue will contain all functions pertinent to the job		

# COMMUNICATIVE NOTIONS

General Notions	Language Elements	Content-specific Notions	Language Elements
1. Temporal concepts - points of time	- morning - day - afternoon - evening - good morning		
- direct object			
2. Present reference	- simple present of copula + I am + He/she/is etc.		
3. Personal relations (social)	- nice to + VP - please to + VP - personal pronouns I, we, etc.		
4. Possessive relations	- possessive pronouns + my + NP + your + NP etc.		
5. Other deictic elements	- demonstrative pronouns + This, these + That, those - interrogative pronouns + Who, when? etc. - independent relative pronouns + What - definite and indefinite articles the, a(n)		
6. Personal identification			
- names + first name + last name + initials	- Peter, Paul, etc. - Jones, Smith, etc. - W. R.; E. etc.		
- Mr. + NP(proper name) - Mrs. + NP(proper name) - Ms + NP(proper name)	- This is Mr. Paul Jones - This is Mrs. Jones - This is Mr. Rose Bird		
- Terms of address if no proper name is used.	- Sir, Miss, - Monsieur - Madame - Fräulein etc. - Please spell your name - a, b, c, etc. - What is the last letter? - They call him Pete		
- Letters of the alphabet - to call (to refer to by name of) - to be called - rank + Sergeant + Officer + Lieutenant + Captain etc.	- Pete - I am Capt Joseph Rand - He is Sgt Jim Butler etc.		

## TASKS FOR DEFENSIVE OPERATIONS

<u>TASK #</u>	<u>TASK TITLE</u>
1.	PLAN SECTOR DEFENSE
2.	CONDUCT SECTOR DEFENSE
3.	PLAN POSITION DEFENSE
4.	CONDUCT POSITION DEFENSE
5.	PLAN RIVER LINE DEFENSE
6.	CONDUCT RIVER LINE DEFENSE
7.	PLAN UNIT PERIMETER DEFENSE
8.	CONDUCT UNIT PERIMETER DEFENSE
9.	PLAN REVERSE SLOPE DEFENSE
10.	CONDUCT REVERSE SLOPE DEFENSE
11.	PLAN STRONG POINT DEFENSE
12.	CONDUCT STRONG POINT DEFENSE
13.	PLAN GROUND RECONNAISSANCE FOR DEFENSIVE OPERATION
14.	CONDUCT GROUND RECONNAISSANCE FOR DEFENSIVE OPERATION
15.	CONDUCT MAP RECONNAISSANCE FOR DEFENSIVE OPERATION
16.	PLAN UNIT DEFENSIVE FIRE PLAN
17.	CONSOLIDATE/REORGANIZE UNIT FOLLOWING ENEMY CONTACT
18.	ASSIGN FIELDS OF FIRE FOR SUB-UNITS
19.	ASSIGN TACTICAL POSITIONS TO SUB-UNITS
20.	ASSIGN SECTORS OF RESPONSIBILITY FOR SUB-UNITS
21.	ASSIGN ALTERNATE AND SUPPLEMENTARY UNIT POSITIONS
22.	ESTABLISH PRIORITY OF WORK FOR DEFENSIVE POSITION
23.	MODIFY DEFENSE BASED ON CHANGES IN TACTICAL SITUATIONS
24.	DESIGNATE PRIMARY/ALTERNATE/SUPPLEMENTARY FIGHTING POSITIONS FOR KEY WEAPONS/WEAPONS SYSTEMS
25.	PLAN UNIT ORGANIC/ATTACHED DIRECT FIRES
26.	DIRECT UNIT ORGANIC/ATTACHED DIRECT FIRES
27.	COORDINATE UNIT ORGANIC/ATTACHED DIRECT FIRES
28.	COORDINATE SUPPORTING INDIRECT FIRES
29.	INSPECT CONSTRUCTION OF INDIVIDUAL/CREW SERVED FIGHTING POSITIONS
30.	PLAN CAMOUFLAGE/COVER/CONCEALMENT
31.	CAMOUFLAGE POSITIONS/EQUIPMENT/SELF
32.	SUPERVISE PERSONNEL CAMOUFLAGING POSITIONS/EQUIPMENT/SELF
33.	ENFORCE SOUND/LIGHT/LITTER DISCIPLINE
34.	CONSTRUCT OBSTACLES
35.	PREPARE UNIT OBSTACLE PLAN
36.	EMPLOY OBSTACLES
37.	PLAN FOR SITING OF FIELD FORTIFICATIONS
38.	SITE FIELD FORTIFICATIONS
39.	PLAN FOR INTEGRATION OF ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRES IN DEFENSIVE AND RETROGRADE OPERATION
40.	EMPLOY INTEGRATED ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRES IN DEFENSIVE AND RETROGRADE OPERATIONS
41.	PLAN FOR EMPLOYMENT OF ELECTRONIC ANTI-INTRUSION DEVICES
42.	EMPLOY ELECTRONIC ANTI-INTRUSION DEVICES
43.	PLAN FOR EMPLOYMENT OF FIELD PYROTECHNIC EARLY WARNING DEVICES
44.	EMPLOY FIELD PYROTECHNIC EARLY WARNING DEVICES
45.	PLAN FOR EMPLOYMENT OF FIELD EXPEDIENT EARLY WARNING DEVICES
46.	EMPLOY FIELD EXPEDIENT EARLY WARNING DEVICES

STRUCTURAL ANALYSIS - 1st ABSTRACTION

<u>RULE</u>	<u>TITLE</u>
A	- PLAN DEFENSE FOR A SPECIFIC SITUATION
B	- CONDUCT DEFENSE IN A SPECIFIC SITUATION
C	- PREPARE FIRE PLAN
D	- SAME
E	- SAME
F	- PLAN FOR TERRAIN REINFORCEMENT
G	- PLAN FOR SECURITY OF DEFENSIVE POSITION
H	- CONDUCT RECONNAISSANCE FOR PLANNING PURPOSES
I	- SAME
J	- IMPLEMENT FIRE PLAN
K	- REINFORCE TERRAIN
L	- EMPLOY EARLY WARNING DEVICES
M	- CONCEAL DEFENSIVE POSITIONS
N	- POSITION SUBORDINATE UNITS
O	- ORCHESTRATE ALL AVAILABLE FIRE POWER DURING OFFOR ATTACK
P	- REACT TO CHANGING TACTICAL SITUATION

# TASKS GROUPED FOR STRUCTURAL ANALYSIS

<u>TASK #</u>	<u>TASK TITLE</u>	
1.	PLAN SECTOR DEFENSE	A
3.	PLAN POSITION DEFENSE	
5.	PLAN RIVERLINE DEFENSE	
7.	PLAN REVERSE SLOPE DEFENSE	
11.	PLAN STRONG POINT DEFENSE	
2.	CONDUCT SECTOR DEFENSE	B
4.	CONDUCT POSITION DEFENSE	
6.	CONDUCT RIVERLINE DEFENSE	
8.	CONDUCT PERIMETER DEFENSE	
10.	CONDUCT REVERSE SLOPE DEFENSE	
12.	CONDUCT STRONG POINT DEFENSE	C
16.	PREPARE DEFENSIVE FIRE PLAN	
39.	PREPARE FOR INTEGRATION OF ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRES IN DEFENSE/RETROGRADE OPERATIONS	D
25.	PLAN UNIT ORGANIC/ATTACHED DIRECT FIRES	
13.	PLAN GROUND RECONNAISSANCE FOR DEFENSIVE OPERATION	E
30.	PLAN CAMOUFLAGE/COVER/CONCEALMENT	
35.	PREPARE UNIT OBSTACLE PLAN	F
37.	PLAN FOR SITING OF FIELD FORTIFICATIONS	
41.	PLAN FOR EMPLOYMENT OF ELECTRONIC ANTI-INTRUSION DEVICES	G
43.	PLAN FOR EMPLOYMENT OF FIELD PYROTECHNIC EARLY WARNING DEVICES	
45.	PLAN FOR EMPLOYMENT OF FIELD EXPEDIENT EARLY WARNING DEVICES	H
14.	CONDUCT GROUND RECONNAISSANCE FOR DEFENSIVE OPERATIONS	
15.	CONDUCT MAP RECONNAISSANCE FOR DEFENSIVE OPERATIONS	I
22.	ESTABLISH PRIORITY OF WORK FOR DEFENSIVE POSITION	
40.	EMPLOY INTEGRATED/ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRE IN DEFENSE AND RETROGRADE OPERATIONS	J
18.	ASSIGN FIELDS OF FIRE FOR SUB-UNITS	
34.	CONSTRUCT OBSTACLES	K
36.	EMPLOY OBSTACLES	
38.	SITE FIELD FORTIFICATIONS	L
42.	EMPLOY ELECTRONIC ANTI-INTRUSION DEVICES	
44.	EMPLOY FIELD PYROTECHNIC EARLY WARNING DEVICES	M
46.	EMPLOY FIELD EXPEDIENT PYROTECHNIC EARLY WARNING DEVICES	
31.	CAMOUFLAGE POSITIONS/EQUIPMENT/SELF	N
32.	SUPERVISE PERSONNEL CAMOUFLAGING POSITIONS/EQUIPMENT/SELF	
29.	INSPECT CONSTRUCTION OF INDIVIDUAL/CREW SERVED FIGHTING POSITIONS	O
33.	ENFORCE SOUND/LIGHT/LITTER DISCIPLINE	
19.	ASSIGN TACTICAL POSITIONS TO SUB-UNITS	P
20.	ASSIGN SECTORS OF RESPONSIBILITY FOR SUB-UNITS	
21.	ASSIGN ALTERNATE AND SUPPLEMENTARY UNIT POSITIONS	
24.	DESIGNATE PRIMARY/ALTERNATE/SUPPLEMENTARY FIGHTING POSITIONS FOR KEY WEAPONS/WEAPONS SYSTEMS	
26.	DIRECT UNIT ORGANIC/ATTACHED DIRECT FIRES	
27.	COORDINATE UNIT ORGANIC/ATTACHED DIRECT FIRES	
28.	COORDINATE SUPPORTING INDIRECT FIRES	
23.	MODIFY DEFENSE BASED ON CHANGES IN TACTICAL SITUATIONS	
17.	CONSOLIDATE/REORGANIZING FOLLOWING ENEMY CONTACT	

**RULE A PLAN DEFENSE FOR A SPECIFIC SITUATION****PRINCIPLES**

- I USE TERRAIN PROPERLY
- II PROVIDE FOR SECURITY
- III INSURE MUTUAL SUPPORT
- IV ORGANIZE FOR ALL-AROUND DEFENSE
- V ORGANIZE DEFENSE IN DEPTH
- VI ACHIEVE RESPONSIVENESS
- VII MAKE MAXIMUM USE OF OFFENSIVE ACTION
- VIII ATTAIN DISPERSION
- IX USE TIME AVAILABLE
- X INTEGRATE AND COORDINATE DEFENSIVE MEASURES

RULE H CONDUCT RECONNAISSANCE FOR PLANNING

PRINCIPLES

- I STUDY THE MISSION
- II PLAN USE OF TIME
- III STUDY TERRAIN AND SITUATION
- IV ORGANIZE THE PATROL
- V SELECT MEN, WEAPONS, AND EQUIPMENT
- VI ISSUE WARNING ORDER
- VII COORDINATE
- VIII MAP RECON
- IX COMPLETE DETAILED PLANS
- X ISSUE OPERATION ORDER
- XI SUPERVISE, INSPECT, REHEARSE
- XII EXECUTE THE MISSION

## STRUCTURAL ANALYSIS - 2nd ABSTRACTION

- Q - PLAN/CONDUCT DEFENSE FOR A SPECIFIC SITUATION
- R - PREPARE/PLAN FOR CONDUCTING A DEFENSIVE OPERATION
- S - OCCUPY A DEFENSIVE POSITION
- T - REACT TO OPFOR ATTACK



# TASKS GROUPED FOR STRUCTURAL ANALYSIS

## TASK #    TASK TITLE

- |     |  |   |
|-----|--|---|
| 1.  | PLAN SECTOR DEFENSE  | Q |
| 3.  | PLAN POSITION DEFENSE  |   |
| 5.  | PLAN RIVERLINE DEFENSE   |   |
| 7.  | PLAN REVERSE SLOPE DEFENSE   |   |
| 11. | PLAN STRONG POINT DEFENSE  |   |
| 2.  | CONDUCT SECTOR DEFENSE   |   |
| 4.  | CONDUCT POSITION DEFENSE   |   |
| 6.  | CONDUCT RIVERLINE DEFENSE  |   |
| 8.  | CONDUCT PERIMETER DEFENSE  |   |
| 10. | CONDUCT REVERSE SLOPE DEFENSE  |   |
| 12. | CONDUCT STRONG POINT DEFENSE   |   |
| 16. | PREPARE DEFENSIVE FIRE PLAN  |   |
| 39. | PREPARE FOR INTEGRATION OF ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRES IN DEFENSE/RETROGRADE OPERATIONS |   |
| 25. | PLAN UNIT ORGANIC/ATTACHED DIRECT FIRES  |   |
| 13. | PLAN GROUND RECONNAISSANCE FOR DEFENSIVE OPERATION   |   |
| 30. | PLAN CAMOUFLAGE/COVER/CONCEALMENT  |   |
| 35. | PREPARE UNIT OBSTACLE PLAN   |   |
| 37. | PLAN FOR SITING OF FIELD FORTIFICATIONS  |   |
| 41. | PLAN FOR EMPLOYMENT OF ELECTRONIC ANTI-INTRUSION DEVICES   |   |
| 43. | PLAN FOR EMPLOYMENT OF FIELD PYROTECHNIC EARLY WARNING DEVICES                                       |   |
| 45. | PLAN FOR EMPLOYMENT OF FIELD EXPEDIENT EARLY WARNING DEVICES   |   |
| 14. | CONDUCT GROUND RECONNAISSANCE FOR DEFENSIVE OPERATIONS   |   |
| 15. | CONDUCT MAP RECONNAISSANCE FOR DEFENSIVE OPERATIONS  | S |
| 22. | ESTABLISH PRIORITY OF WORK FOR DEFENSIVE POSITION  |   |
| 40. | EMPLOY INTEGRATED/ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRE IN DEFENSE AND RETROGRADE OPERATIONS       |   |
| 18. | ASSIGN FIELDS OF FIRE FOR SUB-UNITS  |   |
| 34. | CONSTRUCT OBSTACLES  |   |
| 36. | EMPLOY OBSTACLES   |   |
| 38. | SITE FIELD FORTIFICATIONS  |   |
| 42. | EMPLOY ELECTRONIC ANTI-INTRUSION DEVICES   |   |
| 44. | EMPLOY FIELD PYROTECHNIC EARLY WARNING DEVICES   |   |
| 46. | EMPLOY FIELD EXPEDIENT PYROTECHNIC EARLY WARNING DEVICES   |   |
| 31. | CAMOUFLAGE POSITIONS/EQUIPMENT/SELF  |   |
| 32. | SUPERVISE PERSONNEL CAMOUFLAGING POSITIONS/EQUIPMENT/SELF  |   |
| 29. | INSPECT CONSTRUCTION OF INDIVIDUAL/CREW SERVED FIGHTING POSITIONS                                    |   |
| 33. | ENFORCE SOUND/LIGHT/LITTER DISCIPLINE  |   |
| 19. | ASSIGN TACTICAL POSITIONS TO SUB-UNITS   |   |
| 20. | ASSIGN SECTORS OF RESPONSIBILITY FOR SUB-UNITS   |   |
| 21. | ASSIGN ALTERNATE AND SUPPLEMENTARY UNIT POSITIONS  |   |
| 24. | DESIGNATE PRIMARY/ALTERNATE/SUPPLEMENTARY FIGHTING POSITIONS FOR KEY WEAPONS/WEAPONS SYSTEMS         |   |
| 26. | DIRECT UNIT ORGANIC/ATTACHED DIRECT FIRES  |   |
| 27. | COORDINATE UNIT ORGANIC/ATTACHED DIRECT FIRES  |   |
| 28. | COORDINATE SUPPORTING INDIRECT FIRES   |   |
| 23. | MODIFY DEFENSE BASED ON CHANGES IN TACTICAL SITUATIONS   |   |
| 17. | CONSOLIDATE/REORGANIZING FOLLOWING ENEMY CONTACT   |   |

RULE 5 OCCUPY A DEFENSIVE POSITION

PRINCIPLES

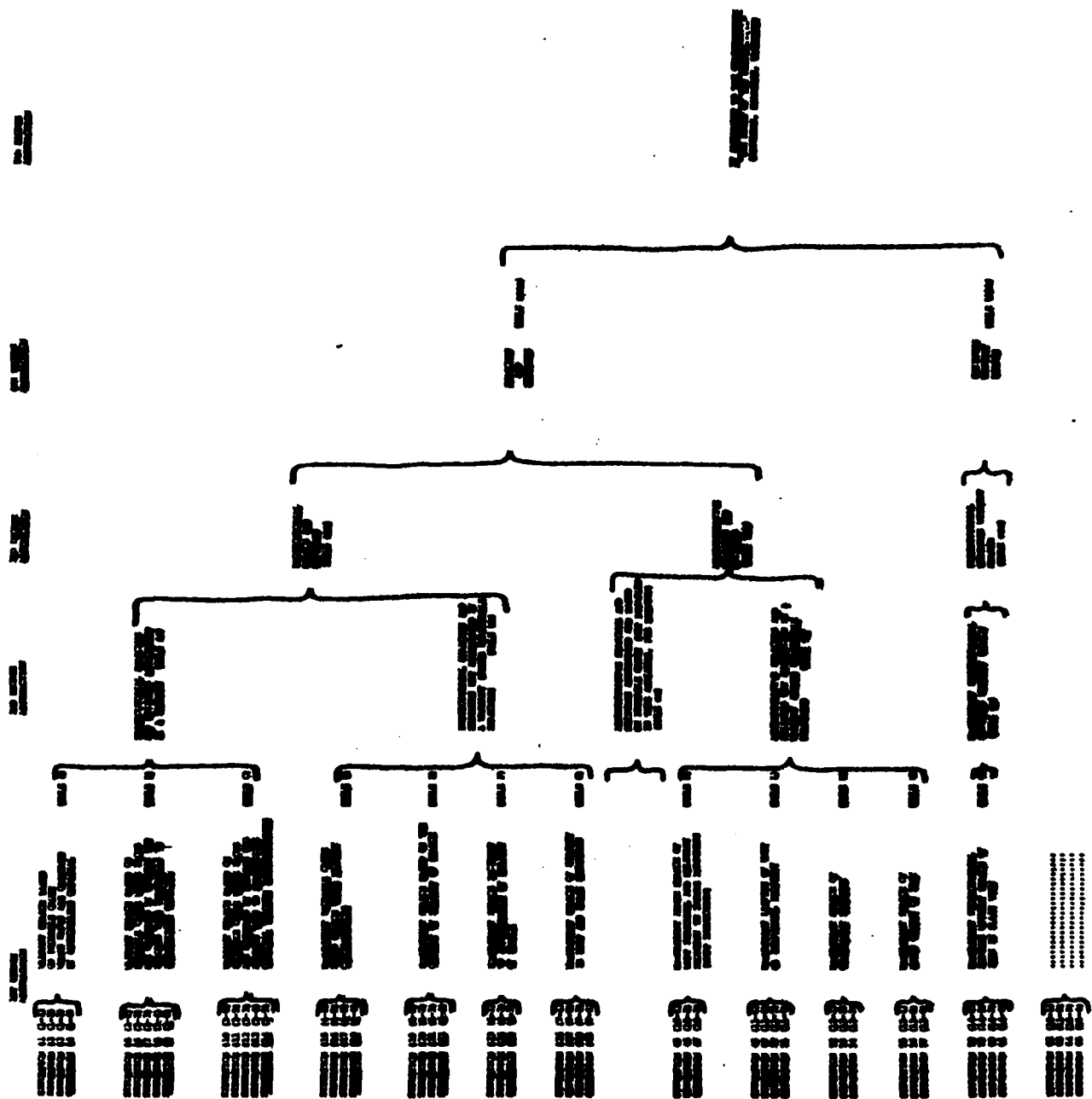
- I POSITION SUBUNITS
- II ESTABLISH SECURITY (OUTPOSTS AND PATROLS)
- III POSITION CREW SERVED WEAPONS
- IV CLEAR FIELDS OF FIRE
- V PROVIDE WIRE COMMUNICATIONS
- VI EMPLACE OBSTACLES AND MINES
- VII SELECT ALTERNATE AND SUPPLEMENTARY POSITIONS
- VIII IMPROVE PRIMARY POSITIONS
- IX PREPARE ALTERNATE AND SUPPLEMENTARY POSITIONS

STRUCTURAL ANALYSIS - 3rd ABSTRACTION

U - PLAN/CONDUCT A DEFENSIVE OPERATION

# TASKS GROUPED FOR STRUCTURAL ANALYSIS

<u>TASK #</u>	<u>TASK TITLE</u>
1.	PLAN SECTOR DEFENSE
3.	PLAN POSITION DEFENSE
5.	PLAN RIVERLINE DEFENSE
7.	PLAN REVERSE SLOPE DEFENSE
11.	PLAN STRONG POINT DEFENSE
2.	CONDUCT SECTOR DEFENSE
4.	CONDUCT POSITION DEFENSE
6.	CONDUCT RIVERLINE DEFENSE
8.	CONDUCT PERIMETER DEFENSE
10.	CONDUCT REVERSE SLOPE DEFENSE
12.	CONDUCT STRONG POINT DEFENSE
16.	PREPARE DEFENSIVE FIRE PLAN
39.	PREPARE FOR INTEGRATION OF ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRES IN DEFENSE/RETROGRADE OPERATIONS
25.	PLAN UNIT ORGANIC/ATTACHED DIRECT FIRES
13.	PLAN GROUND RECONNAISSANCE FOR DEFENSIVE OPERATION
30.	PLAN CAMOUFLAGE/COVER/CONCEALMENT
35.	PREPARE UNIT OBSTACLE PLAN
37.	PLAN FOR SITING OF FIELD FORTIFICATIONS
41.	PLAN FOR EMPLOYMENT OF ELECTRONIC ANTI-INTRUSION DEVICES
43.	PLAN FOR EMPLOYMENT OF FIELD PYROTECHNIC EARLY WARNING DEVICES
45.	PLAN FOR EMPLOYMENT OF FIELD EXPEDIENT EARLY WARNING DEVICES
14.	CONDUCT GROUND RECONNAISSANCE FOR DEFENSIVE OPERATIONS
15.	CONDUCT MAP RECONNAISSANCE FOR DEFENSIVE OPERATIONS
22.	ESTABLISH PRIORITY OF WORK FOR DEFENSIVE POSITION
40.	EMPLOY INTEGRATED/ATTACHED/ORGANIC ANTIARMOR WEAPONS FIRE IN DEFENSE AND RETROGRADE OPERATIONS
18.	ASSIGN FIELDS OF FIRE FOR SUB-UNITS
34.	CONSTRUCT OBSTACLES
36.	EMPLOY OBSTACLES
38.	SITE FIELD FORTIFICATIONS
42.	EMPLOY ELECTRONIC ANTI-INTRUSION DEVICES
44.	EMPLOY FIELD PYROTECHNIC EARLY WARNING DEVICES
46.	EMPLOY FIELD EXPEDIENT PYROTECHNIC EARLY WARNING DEVICES
31.	CAMOUFLAGE POSITIONS/EQUIPMENT/SELF
32.	SUPERVISE PERSONNEL CAMOUFLAGING POSITIONS/EQUIPMENT/SELF
29.	INSPECT CONSTRUCTION OF INDIVIDUAL/CREW SERVED FIGHTING POSITIONS
33.	ENFORCE SOUND/LIGHT/LITTER DISCIPLINE
19.	ASSIGN TACTICAL POSITIONS TO SUB-UNITS
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26.	DIRECT UNIT ORGANIC/ATTACHED DIRECT FIRES
27.	COORDINATE UNIT ORGANIC/ATTACHED DIRECT FIRES
28.	COORDINATE SUPPORTING INDIRECT FIRES
23.	MODIFY DEFENSE BASED ON CHANGES IN TACTICAL SITUATIONS
17.	CONSOLIDATE/REORGANIZING FOLLOWING ENEMY CONTACT



EXAMPLE 1-1\*

Captain Jones, Company of Company C, 1/222 Inf, at Fort Swampy, is walking through C Company's barracks after duty hours and just prior to going home for the day, in order to make sure all the fire lights are working. Just before he enters the 3d platoon building, he meets First Sergeant Smith, who is also ready to go home. First Sergeant Smith decides to keep Captain Jones company and they proceed through the 3d platoon building. Near the end of the hall, Captain Jones smells what he believes to be the odor of burning marijuana coming from the room of Specialist Harris. The door to Specialist Harris' room is closed but some smoke is seeping out under the door.

Three weeks before, Captain Jones had attended a CID class on marijuana. During the class, the agent in charge burned some marijuana to allow the students to observe its distinctive odor. The agent also burned some other substances to allow a comparison to be made between those substances and marijuana. Captain Jones has also identified the odor of burning marijuana correctly on two other occasions.

Captain Jones is aware that possession or use of marijuana by a soldier is a violation of Army regulations. Captain Jones is also aware, thanks to his CID class, that if the smoke of burning marijuana is smelled, it is probably being used at that time and place. He is also aware that when one or more individuals are in a room smoking marijuana, it is probable that in addition to the "joints" actually being smoked, there will be an additional supply in the room, unless the evidence (i.e., an empty or partially full "baggie" is in the open) indicates otherwise. He knows that if there is no evidence that all the marijuana is in plain view, it is probably hidden somewhere in the room. Having been in Specialist Harris' room previously for inspections, etc., Captain Jones knows that in addition to his wall locker and bed, Specialist Harris has a desk, bookshelf and stereo set in the room.

Captain Jones believes that, based on all of the above facts, marijuana, an illegal substance, will be found in Specialist Harris' room, both in the form of a joint or joints being smoked and a separate supply either in plain view or hidden in one of Specialist Harris' pieces of furniture.

Captain Jones authorizes First Sergeant Smith to make a search of Specialist Harris' room for marijuana. He tells the First Sergeant to search the persons of any individuals in the room and unless the supply of marijuana is in plain view, to search the furniture in the room.

After issuing the authorization, Captain Jones leaves the barracks to continue his fire light inspection and await the results of the search.

\* Does not take into account changes in law after 5 MJR.

EXAMPLE 1-2\*

Captain Jones, Commander of C Company, 1/222 Inf, Fort Swampy, is walking through C Company's parking lot on his way to lunch at the battalion mess. While passing a small station wagon type vehicle, Captain Jones observes, what appears to be, the handle of a pistol sticking out from under a pile of clothes in the rear of the vehicle. Captain Jones is aware that it is a violation of a punitive post regulation to store or carry firearms in a POV.

Just after seeing the pistol, Jones spots LT Taylor, his XO, returning from lunch and calls him over to the car, which is locked.

Based on the above facts, Captain Jones believes that the owner of the car, which is registered to an EM on post, is violating a punitive post regulation and that evidence of the violation, the pistol, is in the car.

Captain Jones authorizes LT Taylor to put a guard on the vehicle to find out who is the owner of the car and to search the rear of the vehicle for the pistol. Captain Jones then leaves the scene to eat lunch and await the results of the search.

\* Does not take into account changes in law after 5 MJR.



EXAMPLE 1-3\*

Captain Jones, Commander of C Company, 1/222 Inf, Fort Swampy, has gone on a week's leave to visit his parents. LT Taylor, his XO, is the acting commander of C Company until Jones' return. During the past month, a series of robberies has plagued Fort Swampy. According to a CID bulletin LT Taylor received through distribution, the robber was a white male, about 5'10", 150 pounds, and wore a red knit ski mask to disguise himself and in four out of the five robberies had on a distinctive purple plaid shirt. The robber also used a large hunting knife to intimidate his victims. Last night, there was another robbery and the criminal fit the general description set forth in the CID bulletin.

While walking through the 2d platoon barracks building, looking for the platoon leader, LT Cowen, LT Taylor passes PFC Hart's room. The door is open and as LT Taylor passes and glances in, he sees PFC Hart spot him and then hurriedly jam what appears to be a red knit cap and purple plaid shirt into his laundry bag at the foot of his bed. PFC Hart appears to be embarrassed and nervous.

LT Taylor is about 5'11" in height and weighs about 165 pounds. He knows that PFC Hart is slightly shorter than he is and that he weighs somewhat less. Hart is also a caucasian. Taylor knows Hart does not have a car nor living quarters off-post. LT Taylor sees LT Cowen coming down the hall and informs him of what he has seen. LT Taylor then orders Hart to stand at ease.

Based on the actions of Hart and the information available to Taylor, LT Taylor believes that it is probable the red knit cap and purple plaid shirt he saw are the items used in the robberies.

LT Taylor authorizes LT Cowen to search the laundry bag for the red cap and purple plaid shirt used in the robberies. Taylor then leaves the scene and goes back to the orderly room to await the results of the search.

\* Does not take into account changes in law after 5 MJR.

EXAMPLE 1-4\*

LT Cowen, C Company, 1/222 Inf, is the Battalion Staff Duty Officer (SDO) for 1/222 Inf at Fort Swampy. Fort Swampy Regulation 27-3 provides that SDO's may authorize searches based on probable cause within the area over which they have responsibility. The battalion SOP requires the SDO to make periodic rounds of the battalion area to make sure all is running smoothly. These tours are to take place at least once every hour. After four hours of uneventful duty, LT Cowen begins his fifth tour of the battalion area. As he rounds the corner of A company's 1st platoon barracks he sees two men in civilian clothes in a shadowy area of the Company Street. As LT Cowen steps into a circle of light cast by a street lamp, one of the men sees him and yells for help. The other man turns, and spotting LT Cowen, drops what he was holding (which turns out to be a survival knife) and runs past Cowen into the 1st platoon building. As he runs by, LT Cowen notices that he has a ski mask over his face and is wearing a denim jacket, a red plaid shirt, and dark jeans. LT Cowen follows him and observes him entering the last room on the left side of the west wing of the building's second floor. It did not appear, to the lieutenant, that the man knew he was followed. Downstairs, LT Cowen talks to the other man who is a private from B Company. He tells the lieutenant that the man with the mask had robbed him. Because of the mask and the fact that the robber did not seem to be in his company, he did not recognize him. The private thinks he was a caucasian of about medium build, which was also the impression LT Cowen had. He took \$20.00 from the private. LT Cowen sends the victim for the Staff Duty NCO. He uses the CQ phone to call the MP's while keeping a watch on the front door, the only exit. When the MP's arrive, LT Cowen gives their NCOIC all the available information and authorizes a search of the room on the second floor the man was seen entering as he is convinced that the robber is probably still there.

LT Cowen tells them to look for a white man of medium build and clothes matching the items LT Cowen saw. He also tells them to look for an empty sheath for a survival knife.

LT Cowen then finishes his duty tour and retires to the Battalion Headquarters to await the results of the search.

\* Does not take into account changes in law after 5 MJR.

EXAMPLE 2-1\*

Captain Jones, Commander of C Company, 1/222 Inf, at Fort Swampy, is sitting in his office after duty hours when First Sergeant Smith walks in and asks permission to search PV2 Hall's room in the 2d platoon barracks. Captain Jones asks him why he wants to search and the First Sergeant provides the following information to the Commander.

The First Sergeant was walking through the company's barracks prior to going home to make sure all was in order before he left. Outside of the 2d platoon building, he met LT Horn, the 2d Platoon's platoon leader. They walked through the barracks together and as they went by PV2 Hall's room on the second floor, First Sergeant Smith smelled the odor of marijuana coming from the room. The door to the room was shut.

First Sergeant Smith states, in answer to further questions by the CO, that approximately one month ago he had attended a CID marijuana recognition class where a CID agent burned marijuana and other substances to provide recognition and comparison of the illegal substances. He also states that three times previously, he has correctly recognized the smell of marijuana. LT Horn is waiting outside Hall's door for the authorization.

Captain Jones is aware that possession or use of marijuana by a soldier is a violation of Army regulations. Captain Jones is also aware, thanks to prior experience, that if the smoke of burning marijuana is smelled it is probably being used at that time and place. He is also aware that where one or more individuals are in a room smoking marijuana, it is probable that in addition to the "joints" actually being smoked, there will be an additional supply in the room, unless the evidence (i.e., an empty or partially full "baggie" in the open) indicates otherwise. He knows that if there is no evidence that all the marijuana is in plain view, it is probably hidden somewhere in the room. Having been in the room previously for inspections, etc., Captain Jones knows that in addition to his wall locker and bed, PV2 Hall has a desk, bookshelf and radio in the room.

First Sergeant Smith has been in C Company for one and a half years, having arrived shortly after Captain Jones. Captain Jones knows him as a conscientious, intelligent and honest soldier. He is one of the best NCO's Captain Jones has known and, as far as Captain Jones knows, has never lied to him or anyone else.

Captain Jones believes that, based on all of the above facts, marijuana, an illegal substance, will be found in PV2 Hall's room, both in the form of a joint or joints being smoked and a separate supply either in plain view or hidden in one of PV2 Hall's pieces of furniture or elsewhere in his room.

Captain Jones authorizes First Sergeant Smith to make a search of PV2 Hall's room for marijuana. He tells the First Sergeant to search the persons of any individuals in the room and unless the supply of marijuana is in plain view, to search the rest of the room.

After issuing the authorization, First Sergeant Smith returns to the barracks to search and Captain Jones awaits the results of the search.

\* Does not take into account changes in law after 5 MJR.

EXAMPLE 2-2\*

1LT Holmes, a newly arrived officer on Fort Swampy, is assigned to D Battery, 2/607th FA. A week after his arrival, his company commander goes TDY leaving LT Holmes, his XO, as acting CO. The afternoon after the CO leaves, LT Holmes is sitting in his orderly room office checking the battery SOP. Hearing a knock on his door, he looks up and sees a captain standing in the doorway. Inviting the captain in, he introduces himself and learns that the captain is Captain Jones, CO of C Company, 1/222 Inf.

Captain Jones explains that he was on his way to the Division Headquarters and was passing through D Battery's parking lot when he glanced into the back of a small station wagon type POV and saw what appeared to be the handle of a pistol sticking out from under a red and green gym bag. Captain Jones further describes the license plate number, make and year of the car and also the post registration sticker number, which indicates that it belongs to an EM on post. He tells LT Holmes that carrying or storing a firearm in a POV is a violation of Fort Swampy Reg 190-5, a punitive regulation. Captain Jones then leaves to make his appointment.

LT Holmes calls in 1SG Davis and, after finding out that FS Reg 190-5 does indeed make carrying or storing firearms in a POV illegal, tells him to find out who owns the car in question. When he finds out that the owner of the car is in D Battery, he authorizes the 1SG to search the car for the pistol.

Based on Captain Jones' statements to him, LT Holmes believes that an item connected with criminal activity (the pistol) is located within the vehicle.

Captain Jones appeared to be a truthful man, and there was no indication that Captain Jones would have any reason to falsify what he had observed, particularly since what he said could be easily verified.

After authorizing the search, LT Holmes goes back to work and awaits the results of the search.

\* Does not take into account changes in law after 5 MJR.

EXAMPLE 2-3\*

LT Cowen, C Company, 1/222 Inf, is the Battalion Staff Duty Officer (SDO) for 1/222 Inf at Fort Swampy. Fort Swampy Regulation 27-3 provides that SDO's may authorize searches based on probable cause within the area over which they have responsibility. The battalion SOP requires the SDO or SDNCO to make periodic rounds of the battalion area to make sure all is running smoothly. These tours are to take place at least once every hour. After four hours of uneventful duty, SSG Issham begins his fifth tour of the battalion area. As he rounds the corner of A Company's 1st Platoon Barracks he sees two men in civilian clothes in a shadowy area of the Company Street. As the SDNCO steps into a circle of light cast by a street lamp, one of the men sees him and yells for help. The other man turns, and spotting SSG Issham, drops what he was holding (which turns out to be a survival knife) and runs past Issham into the 1st platoon building. As he runs by, SSG Issham notices that he has a ski mask over his face and is wearing a denim jacket, a red plaid shirt and dark jeans. SSG Issham warily follows the masked man and sees him enter the last room on the left side of the west wing of the second floor of the building. He does not think the man saw him.

Downstairs, SSG Issham talks to the other man who is a private from B Company. He tells the SDNCO that the man with the mask had robbed him. Because of the mask and the fact that the robber did not seem to be in his company, he did not recognize him. The private thinks he was a caucasian of about medium build, which was also the impression SSG Issham had. He took \$20.00 from the private. SSG Issham sends the victim for the Staff Duty Officer and enters the building. He uses the CQ phone to call the MP's while keeping a watch on the front door, the only exit. LT Cowen arrives a moment after the SDNCO hangs up the phone and SSG Issham tells him what happened and what he saw.

When the MP's arrive, LT Cowen gives their NCOIC all the available information and authorizes a search of the room SSG Issham pinpointed, as he is convinced that the robber is trapped in the building.

LT Cowen tells them to look for a white man of medium build and clothes matching the items SSG Issham saw. He also tells them to look for an empty sheath for a survival knife.

LT Cowen then finishes his duty tour and retires to the Battalion Headquarters to await the results of the search.

\* Does not take into account changes in law after 5 MJR.

EXAMPLE 2-4\*

Captain Jones, Commander of C Company, 1/222 Inf, Fort Swampy, is working in his orderly room one evening when PVT Alton knocks on his door and asks to speak to him. Captain Jones asks him in and PVT Alton tells him that he was in Spec 4 Harrell's room a half an hour ago to hear Harrell's new tape deck. He recognized the receiver as one stolen from PFC Toby's room in the D Company Barracks a week ago. Captain Jones knows of the theft and asks Alton how he knows the receiver is the same one stolen. Alton states that Toby is a friend of his even though Toby is assigned to D Company and Alton was with Toby when he bought it. Toby bought it on sale because there was a scratch on the side of the cabinet and the receiver in Harrell's room not only is the same brand and model but also has a scratch in the same place as Toby's. It was on a desk in the room. Upon being asked, Alton states that he was in Harrell's room for about a half an hour. He had previously considered himself a friend of Harrell's which is why it took so long to decide to tell Captain Jones, but he decided he didn't want to be friends with a thief. Captain Jones thanks him and calls the MP's after he leaves.

Captain Jones decides to authorize the MP's to search Spec Harrell's room for the tape deck receiver. He knows that PVT Alton is a good soldier and had been recommended for PFC by his squad leader. PVT Alton also impressed Captain Jones during the interview as a good citizen who decides to do his duty though it is unpleasant. He knows of no reason why PVT Alton would lie to get Spec Harrell in trouble. He believes that PVT Alton saw the receiver with a scratch on it and that it is reasonable that Harrell would play it publicly as it was taken from a different company. It is not usual for people in different companies to be close friends, so the chance of discovery would seem remote.

The MP's arrive and Captain Jones directs them to Spec Harrell's room and orders SSG Issham, who is also working late, to accompany them. He then returns to work and awaits the results of the search.

\* Does not take into account changes in law after 5 MJR.

EXAMPLE 2-5\*

Captain Jones, Commander of C Company, 1/222 Inf, Fort Swampy, has gone on a week's leave to visit his parents. LT Taylor, his XO, is the acting commander of C Company until Jones' return.

During the past month, a series of robberies has plagued Fort Swampy. According to a CID bulletin LT Taylor received through distribution, the robber was a white male, about 5'10", 150 pounds, and wore a red knit ski mask to disguise himself and in four out of the five robberies had on a distinctive purple plaid shirt. The robber also used a large hunting knife to intimidate his victims. Last night, there was another robbery and the criminal fit the general description set forth in the CID bulletin.

Two days before Captain Jones is due back, LT Cowen comes into LT Taylor's office and asks him for permission to search PFC Hart's room. Hart is a member of LT Cowen's 2d platoon and lives in the barracks. LT Taylor asks Cowen for more information and why he wants to search Hart's room. In response, Cowen explains that he was walking through the barracks making sure the place was neat just prior to the morning work formation. SSG Nash, the platoon sergeant, was with him. As they passed Hart's room, Cowen noticed the door open and glanced in. As he did so he saw PFC Hart holding what appeared to be a red knit cap and purple plaid shirt. Hart looked up and upon spotting LT Cowen looking at him, hurriedly shoved the items into his laundry bag at the foot of his bed. PFC Hart then got red in the face and proceeded to act in a nervous and uncomfortable manner. LT Cowen ordered him out of the room, ordered him to be at ease, and left him in SSG Nash's guard.

LT Cowen describes Hart as a white male about 145 pounds and 5'9" in height.

LT Taylor has known LT Cowen for nine months, ever since Taylor arrived in the unit. He considers Cowen a good, conscientious officer and as far as he knows, has no reason to make up anything in order to get PFC Hart in trouble.

LT Taylor believes that, based on the actions of Hart as reported by Cowen and the information available to him through official channels, it is likely that the items LT Cowen saw are the things used in the recent robberies and that PFC Hart is the culprit.

LT Taylor authorizes LT Cowen to search the laundry bag for the red cap and purple shirt. Taylor then leaves the scene and goes back to the orderly room to await the results of the search.

\* Does not take into account changes in law after 5 MJR.



EXAMPLE 3-1\*

Captain Jones, Commander of C Company, 1/222 Inf, Fort Swampy, is sitting in his office after duty hours when First Sergeant Smith walks in and asks permission to search PV2 Hall's room in the 2d platoon barracks. Captain Jones asks him why he wants to search, and the First Sergeant provides the following information to the Commander.

The First Sergeant was walking through the company area prior to going home to make sure that all was in order before he left. Outside of the 2d platoon building he met SFC Nash, the 2d Platoon's platoon sergeant. Sergeant Nash told him that as he was coming through the barracks making a last minute inspection prior to going home he walked by PV2 Hall's room on the second floor. The door to Private Hall's room was closed, and as he went by he smelled the odor of marijuana coming from the room. SFC Nash also told First Sergeant Smith that only one month ago he had attended a CID marijuana recognition class where a CID agent had burned marijuana and other substances to provide recognition and comparison of illegal substances. He also stated that three times previously he had correctly recognized the smell of marijuana. First Sergeant Smith tells Captain Jones that SFC Nash is waiting outside Hall's room for the authorization to search.

Captain Jones knows First Sergeant Smith is a competent, reliable and trustworthy NCO, however, although he has been in the company for a substantial period of time Captain Jones does not know too much about SFC Nash. SFC Nash is a recent transfer to C Company from D Company in the same Battalion, so Captain Jones asks First Sergeant Smith about SFC Nash's reputation for being a good soldier and telling the truth. In response First Sergeant Smith states that while he has only been Sergeant Nash's supervisor for the last month, his reputation in D Company was a good one. He was known as a conscientious and hard working NCO and had good rapport with both his superiors and the people in his unit. First Sergeant Smith knows of no reason why SFC Nash would try and get PV2 Hall in trouble.

Captain Jones is aware that possession or use of marijuana by a soldier is a violation of Army regulations. Captain Jones is also aware that if the smoke of burning marijuana is smelled it is probably being used at that time and place. He is also aware that where one or more individuals are in a room smoking marijuana it is probable that in addition to the "joints" actually being smoked there will be an additional supply in the room unless the evidence (i.e., an empty or partially full "baggie" in the open) indicates otherwise. He knows that if there is no evidence that all the marijuana is in plain view it is probably hidden somewhere in the room. Having been in PV2 Hall's room previously for inspections, etc., Captain Jones knows that in addition to his wall locker and bed Private Hall has a desk, a bookshelf, and a radio in the room.

Based on the information provided by First Sergeant Smith concerning SFC Nash, Captain Jones believes that what Sergeant Smith has told him is true, and therefore that based on all of the above facts marijuana, an illegal substance, will be found in PV2 Hall's room both in the form of a "joint" or "joints" being smoked, and a separate supply either in plain view or hidden in one of PV2 Hall's pieces of furniture or elsewhere in his room.

Captain Jones authorizes First Sergeant Smith to make a search of PV2 Hall's room for marijuana. He tells the First Sergeant to search the persons of any individuals in the room, and unless a supply of marijuana is in plain view, to search the furniture, clothes and the rest of the room for the substance. After issuing the authorization, First Sergeant Smith returns to the barracks to conduct the search and Captain Jones returns to work and awaits the results of the search.

\* Does not take into account changes in the law after 5 MJR.

EXAMPLE 3-2\*

1LT Holmes, a newly arrived officer on Fort Swampy, is assigned to D Battery, 2/607 FA. A week after his arrival his company commander goes TDY, leaving LT Holmes, his XO, as acting CO. The afternoon after the CO leaves, LT Holmes is sitting in his orderly room checking the battery SOP. Hearing a knock on his door he looks up and sees First Sergeant Welch standing in the doorway. Inviting the First Sergeant in, he asks him what the problem is, and the First Sergeant informs him that he wishes permission to search the car of Spec 4 Williams, a member of D Battery.

In response to LT Holmes' question, the First Sergeant explains that he was on his way to the battalion mess hall when a captain, Captain Jones, Commander of C Company, 1/222 Inf on Fort Swampy, stopped him and stated that he (Captain Jones) was on his way to the division headquarters and was passing through D Battery's parking lot when he glanced into the back of a small station wagon type POV and saw what appeared to be the handle of a pistol sticking out from under a red and green gym bag. Captain Jones further described the license plate number, make and year of the car and also the post registration sticker number which indicated that it belonged to an EM on post. The First Sergeant further states that he recognized the owner of the car from the description, and that it was Spec 4 Williams, a member of the 4th platoon. As carrying or storing a firearm in a POV is a violation of Fort Swampy Reg 190-5, a punitive regulation, the First Sergeant wants permission to search the car for the pistol and to confiscate it. The First Sergeant also tells LT Holmes that he left SFC Boyd near the car to make sure Spec 4 Williams did not drive it away before the search was made. He states that Sergeant Boyd indicated to him that he could see the handle of the pistol also. LT Holmes checks the company copy of Fort Swampy Reg 190-5 and finds out that it does indeed make carrying or storing firearms in a POV illegal.

Based on the First Sergeant's information, LT Holmes believes that an item connected with criminal activity (the pistol) is located within Spec Williams' vehicle. The First Sergeant, LT Holmes knows, is a good NCO and to the best of his knowledge has no reason to falsify any information. Although LT Holmes does not know Captain Jones, the information that Captain Jones gave the First Sergeant was independently verified by SFC Boyd. Therefore, LT Holmes orders the First Sergeant to find Spec Williams, bring him down to his car and have him open it, and then the First Sergeant is to search the car for the pistol. After authorizing the search, LT Holmes goes back to work and awaits the results of his orders.

\* Does not take into account changes in the law after 5 MJR.

EXAMPLE 3-3\*

LT Cowen, C Company, 1/222 Inf, is the Battalion Staff Duty Officer (SDO) for 1/222 Inf at Fort Swampy. Fort Swampy Regulation 27-3 provides that SDO's may authorize searches based on probable cause within the area over which they have responsibility. The battalion SOP requires the SDO or SDNCO to make periodic rounds of the battalion area to make sure all is running smoothly. These tours are to take place at least once every hour. After four hours of uneventful duty, SSG Issham, the SDNCO, begins his fifth tour of the battalion area. As he rounds the corner of A Company's 1st platoon barracks, he sees a man run out of the barracks toward SSG Issham. As soon as the man realizes that SSG Issham is the SDNCO, he tells SSG Issham that he has been robbed and that the person who did it ran into a room in A Company's 1st platoon barracks. The room was the last one on the left side of the west wing, second floor. The victim doesn't think that the criminal realized he was followed. In response to Sergeant Issham's questions, the man states that he was walking through A Company's area to get back to his own barracks when an individual about 5'10", medium build, and a caucasian stopped him, threatened him with what looked like a survival knife, and took \$20.00 from him. He tells the SDNCO that the face of the man was covered with a ski mask, therefore, he did not recognize him. He further stated that the man was wearing a denim jacket, a red plaid shirt, and dark jeans. The man ran into the building and the victim followed him warily.

SSG Issham sends the victim for the Staff Duty Officer and enters the building. He uses the CQ phone to call the MP's while keeping a watch on the front door, the only exit. LT Cowen arrives a moment after the SDNCO hangs up the phone and SSG Issham tells him what happened and what the victim of the crime told him.

LT Cowen knows SSG Issham and knows he is a competent, responsible and reliable NCO. However, neither he nor SSG Issham knows the victim, as he is from a company in another battalion. However, LT Cowen having had a briefing by the Post Staff Judge Advocate's Office realizes that the statements of the victim of an offense can be considered truthful for the purpose of establishing probable cause to search. Based on all the information provided him, LT Cowen believes that the criminal and evidence of his crime are located in the room described by the victim. When the MP's arrive, LT Cowen authorizes them to search that room and tells them to look for a white man of medium build and clothes matching the items described by SSG Issham. LT Cowen then finishes his duty tour and retires to the battalion headquarters to await the results of the search.

\* Does not take into account changes in the law after 5 MJR.

EXAMPLE 3-4\*

Captain Jones, Commander of C Company, 1/222 Inf, Fort Swampy, is working in his orderly room one night when First Sergeant Smith knocks on his door and asks to speak to him. Captain Jones asks him in and First Sergeant Smith comes in and sits down and proceeds to tell Captain Jones that while he was on his way to his automobile to go home, Private Alton, a member of C Company, came up to him and told him that he knew that somebody in the company had a stolen tape deck. He asked Private Alton how he knew this and Private Alton responded with the following information.

Alton told him that he was in Spec 4 Harrell's room a half hour before for the purpose of hearing Harrell's new tape deck. He recognized the receiver as one stolen from PFC Toby's room in the D Company barracks a week ago. First Sergeant Smith knew of the theft and asked Alton how he knew the receiver was the same one stolen. Alton stated that Toby was a friend of his, even though Toby was assigned to D Company, and that Alton was with him when he bought it. Toby bought it on sale because there was a scratch on the side of the cabinet and the receiver in Harrell's room was not only the same brand and model but also had a scratch in the same place as Toby's. It was on a desk in the room. Upon being asked, Alton stated that he was in Harrell's room for about half an hour. He had previously considered himself a friend of Harrell's which is why it took so long to decide to tell First Sergeant Smith, but he decided he didn't want to be friends with a thief. Private Alton also said that Harrell and two of his friends were still in Harrell's room listening to the music. First Sergeant Smith thanked him and came right over to see Captain Jones. In response to Captain Jones' questions about Alton, First Sergeant Smith responds that as far as he knows Alton is a good soldier. He has not had any problems with him in the six months that Alton has been in the unit. He has always made all formations on time. His supervisors say that he does good work and his platoon sergeant has recommended him for promotion to PFC. First Sergeant Smith also indicates that he has observed Private Alton hanging around with Specialist Harrell during off-duty hours and that it appeared that they were fairly good friends. Captain Jones decides to call the MP's and authorize them to search Specialist Harrell's room for the tape deck receiver. He believes that Private Alton is a good soldier and that he was merely acting as a concerned citizen when he reported the facts to the First Sergeant. He knows that First Sergeant Smith is a competent, conscientious and reliable NCO. He believes it is reasonable that Harrell would play the receiver publicly even though it was stolen. It was taken from a different company and it is not usual for people in different companies to be close friends, so the chance of discovery would seem remote.

When the MP's arrive Captain Jones directs them to Specialist Harrell's room and orders the First Sergeant to accompany them. He then returns to work and awaits the results of the search.

\* Does not take into account changes in the law after 5 MJR.

EXAMPLE 3-5\*

Captain Jones, Commander of C Company, 1/222 Inf, Fort Swampy, has gone on a week's leave to visit his parents. LT Taylor, his XO, is the acting Commander of C Company until Jones returns.

During the past month a series of robberies has plagued Fort Swampy. According to a CID bulletin LT Taylor received through distribution the robber was a white male about 5'10", 150 pounds, and wore a red knit ski mask to disguise himself, and in four out of the five robberies had on a distinctive purple plaid shirt. The robber also used a large hunting knife to intimidate his victims. Last night there was another robbery and the criminal fit the general description set forth in the CID bulletin.

Two days before Captain Jones was due back, LT Taylor hears a knock on his door, opens it and finds two individuals who identify themselves as CID agents Laurel and Hardy. LT Taylor asks them into the office whereupon they inform LT Taylor that they have reason to believe that PFC Hart, a member of the 2d platoon of C Company, is the Fort Swampy robber and that evidence proving that is to be found in his room. LT Taylor asks them what leads them to believe this, and they provide LT Taylor with the following information. Approximately ten minutes ago they received a call from an informant who is a member of C Company. The informant stated that he had just come from PFC Hart's room where he saw the purple plaid shirt which fits the description of the shirt worn by the robber in PFC Hart's wall locker. In addition, says CID agent Hardy, the informant stated that he saw a red ski mask under the bed in PFC Hart's room. He asked PFC Hart what he was doing with a ski mask as it was too warm at Fort Swampy to ski, and PFC Hart got red in the face, grabbed the ski mask and stuffed it in his laundry bag at the foot of his bed. LT Taylor asks the agents who the informant is, so he can get some idea of whether or not the individual is reliable. However, the agents indicate that they would rather not disclose his identity to LT Taylor so that he will be available for other undercover jobs. They do tell LT Taylor, however, that five times previously this informant has provided them with information which has proved to be accurate and that they are quite confident that this incident will prove to be the same. Three of the incidents were drug "busts," one of which took place in C Company, and LT Taylor knows about it. The other two instances were theft offenses. In those instances the informant provided information which led to the recovery of most of the property. LT Taylor is aware that PFC Hart is a white male about 5'9" and 145 pounds. He believes that the informant is telling the truth and that the evidence of the robbery is likely to be found in PFC Hart's room. He further believes that if the shirt and mask are found in the room that there is a good chance that the knife used to intimidate the victims of the robberies will be found there also. Although he does not know the CID agents personally, he is satisfied from their identification cards that they do work with the

Criminal Investigation Division and is aware that information coming from law enforcement officials can be presumed reliable. He knows, too, that if a search is to be accomplished it must be done quickly as Hart is liable to dispose of the cap and any other evidence if he is given enough time. LT Taylor authorizes the CID agents to search PFC Hart's laundry bag and see if the red mask is there. He also authorizes them to search the wall locker for the purple shirt. If either of the two items are present, he authorizes them to continue the search further to look for the knife that was used in the offenses. The CID agents then quickly leave his office and go to Hart's room to conduct the search while LT Taylor remains in the orderly room to await the results of the search.

\* Does not take into account changes in law after 5 MJR.



LISTING OF ALL STANDARDS\* FOR USE WITH TASK  
ENTITLED ISSUE AUTHORIZATION FOR SEARCH  
BASED ON PROBABLE CAUSE

(Different standards will be used depending upon the condition under which the search is to take place. The standards to be used with each particular condition are set forth in a separate inclosure.)

STANDARDS:\*

1. The authorizing official acts as a neutral and detached magistrate (he or she cannot have an investigatorial or prosecutorial interest in the matter prior to making the decision to authorize a search).
2. The authorizing official must have observed facts sufficient to lead a reasonable person to believe that items connected with criminal activity are, more likely than not, in the place or on the person to be searched at the time of the search.
3. The authorizing official must be presented with facts sufficient to lead a reasonable person to believe that items connected with criminal activity are, more likely than not, in the place to be searched at the time of the search.
4. The authorizing official must personally be convinced by the facts presented to him or her that the items connected to criminal activity are, more likely than not, in the place to be searched at the time of the search.
5. The authorizing official must be presented with facts which show how the witness came by the information.
6. The authorizing official must be presented with and to take into account facts which show that the witness is credible.
7. The authorizing official must be aware of facts which show that each informant (the individual relaying the information) is credible.
8. The authorizing official must be aware of facts which show how each informant came by the information.
9. The authorizing official must not take part in the search.
10. An authorized search based on probable cause is the preferred method of gaining access to private areas for the purpose of looking for items connected with criminal activity.

11. The authorization must limit the search to the specific items connected to criminal activity which the facts presented to the authorizing official reasonably show are present.

12. The authorization must limit the search to those specific areas where the specific items being sought are reasonably to be found.

13. The authorizing official must be a military judge, commander, or other person with the authority to authorize a search of the area to be searched.

\* Does not take into account changes in law after 5 MJR.

RULE A - FACTS OBSERVED BY  
AUTHORIZING OFFICIAL

- TASK:** Issue authorization for search based on probable cause.
- CONDITION:** Authorization for search issued when authorizing official directly observes facts upon which probable cause is based.
- STANDARDS:\***
1. The authorizing official acts as a neutral and detached magistrate. (He or she cannot have an investigatorial or prosecutorial interest in the matter prior to making the decision to authorize a search.)
  2. The authorizing official must have observed facts sufficient to lead a reasonable person to believe that items connected with criminal activity are, more likely than not, in the place or on the person to be searched at the time of the search.
  4. The authorizing official must personally be convinced by the facts observed that items connected with criminal activity are, more likely than not, in the place to be searched.
  9. The authorizing official must not take part in the search.
  10. An authorized search based on probable cause is the preferred method of gaining access to private areas for the purpose of looking for items connected to criminal activity.
  11. The authorization must limit the search to the specific items connected to criminal activity which the facts presented to the authorizing official reasonably show are present.
  12. The authorization must limit the search to those specific areas where the specific items sought are reasonably to be found.
  13. The authorizing official must be a military judge, commander, or other person with the authority to authorize a search of the area to be searched.

\* Does not take into account changes in law after 5 MJR.

RULE B - FACTS REPORTED TO  
AUTHORIZING OFFICIAL

**TASK:** Issue authorization for search based on probable cause.

**CONDITION:** Authorization for search issued when the facts which support it are reported to the authorizing official by the person who witnessed or observed them.

**STANDARDS:\***

1. The authorizing official acts as a neutral and detached magistrate (he or she cannot have an investigational or prosecutorial interest in the matter prior to making the decision to authorize a search).
3. The authorizing official must be presented with facts sufficient to lead a reasonable person to believe that items connected with criminal activity are, more likely than not, in the place to be searched at the time of the search.
4. The authorizing official must personally be convinced by the facts presented to him or her that items connected to criminal activity are, more likely than not, in the place to be searched, at the time of the search.
5. The authorizing official must be made aware of how the witness came by the information.
6. The authorizing official must be aware of and take into account facts which show that the witness is credible.
9. The authorizing official must not take part in the search.
10. An authorized search warrant based on probable cause is the preferred method of gaining access to private areas for the purpose of looking for items connected with criminal activity.
11. The authorization must limit the search to the specific items connected to criminal activity which the facts presented to the authorizing official reasonably show are present.
12. The authorization must limit the search to those specific areas where the specific items being sought are reasonably to be found.
13. The authorizing official must be a military judge, commander or other person with the authority to authorize a search of the area to be searched.

\* Does not take into account changes in law after 5 MJR.

RULE C - FACTS REPORTED TO AUTHORIZING  
OFFICIAL BY INTERMEDIARY

- TASK: Issue authorization for search based on probable cause.
- CONDITION: Authorization (or warrant) for search issued when the facts which support the authorization are reported to the authorizing official by a person other than the person who witnessed or observed them (hearsay).
- STANDARDS:\*
1. Authorizing official acts as a neutral and detached magistrate (he or she cannot have an investigatorial or prosecutorial interest in the matter prior to making the decision to authorize a search).
  3. The authorizing official must be presented with facts sufficient to lead a reasonable person to believe that items connected with criminal activity are, more likely than not, in the place to be searched at the time of the search.
  4. The authorizing official must personally be convinced by the facts presented to him or her that the items connected to criminal activity are more likely than not in the place to be searched at the time of the search.
  5. The authorizing official must be presented with facts which show how the witness came by the information.
  6. The authorizing official must be presented with and to take into account facts which show that the witness is credible.
  7. The authorizing official must be aware of facts which show that each informant (the individual relaying the information) is credible.
  8. The authorizing official must be aware of facts which show how each informant came by the information.
  9. The authorizing official must not take part in the search.
  10. An authorized search based on probable cause is the preferred method of gaining access to private areas for the purpose of looking for items connected with criminal activity.
  11. The authorization must limit the search to the specific items connected to criminal activity which the facts presented to the authorizing official reasonably show are present.

12. The authorization must limit the search to those specific areas where the specific items being sought are reasonably to be found.

13. The authorizing official must be a military judge, commander, or other person with the authority to authorize a search of the area to be searched.

\* Does not take into account changes in law after 5 MJR.

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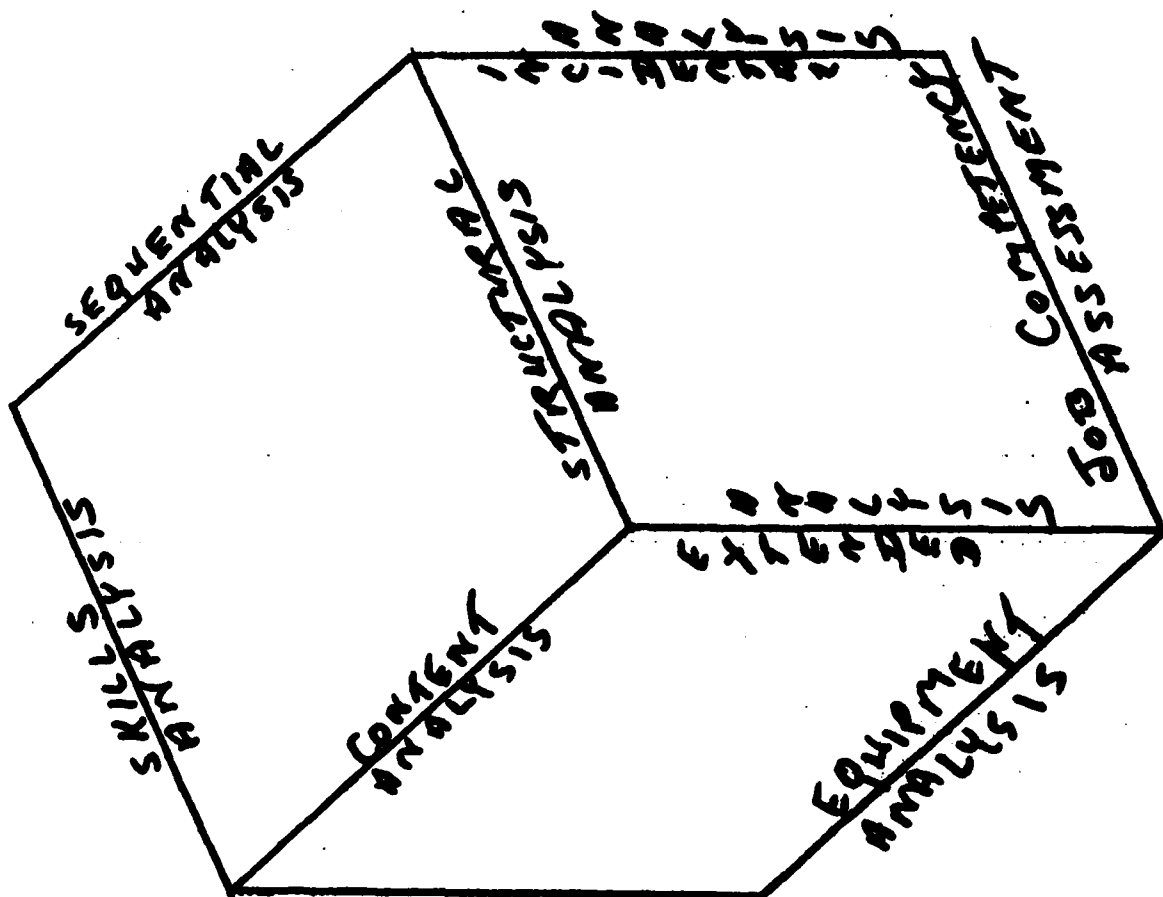
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"TRADITIONAL"  
JOB ANALYSIS  
(OBSERVATION,  
INTERVIEW)

MULTI DIMENSIONAL  
ANALYTIC TECHNIQUE



### **Analytic Techniques**

#### **Sequential Analysis**

**Establish Rapport**

**Conduct Business**

**Terminate Interview**

#### **Incidental Analysis**

**Spatial Arrangement**

**Temporal Factors**

**Psychological Factors**

#### **Skills Analysis**

**Interpersonal Skills**

**Language Skills**

**"Reading" Skills**

**Literacy Skills**

#### **Content Analysis**

**Language dialects**

**Legal provisions**

**Military jargon**

#### **Structural Analysis**

**Search and Seizure**

#### **Observation/Interview**

**Procedure**

#### **Job Competency Assessment**

**Task Achievement**

**Skillful use of Influence**

**Management Control**

#### **Equipment Analysis**

**Operation**

**Maintenance**

**Troubleshooting**

#### **Extended Analysis**

**Model Identification**

**Cognitive Strategy Identification**

**TOPICAL OUTLINE  
CHAPTER 9 EXTENDED ANALYSIS  
(DRAFT)**

- 9.1 Introduction**
- 9.2 Transfer Tasks**
- 9.3 Procedural Tasks**
- 9.4 Rationale**
- 9.5 How to decide if a task is a Transfer Task**
- 9.6 How to describe a Transfer Task**
- 9.7 Procedures for analysis of Transfer Task**
- 9.8 Planning Extended Analysis**
- 9.9 Conducting Extended Analysis**
- 9.10 Documentation**

JOB PERFORMANCE AID

FOR

JOB AND TASK ANALYSIS

A BRIEF REVIEW OF JOB AND TASK ANALYSIS AT  
SELECTED U.S. ARMY INSTALLATIONS.  
AND SOME RECOMMENDATIONS FOR SHORT-TERM  
AND LONGER-TERM CHANGES.

3. PROVIDE JOB AIDS FOR THE JOB AND TASK ANALYSTS WHICH ARE USABLE BY  
THE PEOPLE DOING THE ANALYSES. COMBINE THESE WITH WORKSHOPS FOR PEOPLE  
DOING THE ANALYSIS, AND TEACH THEM HOW TO USE THEM, AND MAKE SURE THEY KNOW.  
MAKE PERIODIC FOLLOW-UP VISITS TO SEE HOW THEY ARE DOING....
4. INCORPORATE THE JOB AIDS IN THE CURRENT TRAINING FOR ARMY PERSONNEL.  
THUS THERE WILL BE A CONTINUING CONSISTENCY.

DEVELOP  
JOB AIDS

FOLLOW-UP

USE IN NEW  
TRAINING

## TASK

PREPARE A SET OF JOB AIDS SUMMARIZING INFORMATION IN THE JOB AND TASK ANALYSIS HANDBOOK (TRADOC PAM 351-4) AND THE ACCOMPANYING JOB AND TASK ANALYSIS COURSE.

CONTENT AND DESIGN OF THE JOB AIDS WERE DICTATED BY THE FOLLOWING CONSIDERATIONS

- CONTENT IS CONSISTENT WITH THE HANDBOOK AND COURSE, SINCE THEY ARE EXPECTED TO BE USED PRIOR TO, OR IN CONJUNCTION WITH, THE JOB AIDS.
- INFORMATION IS SEQUENCED IN THE ORDER IN WHICH USERS ARE EXPECTED TO NEED IT.
- INFORMATION IS DISPLAYED TO FACILITATE USE (e.g., CHARTS FOR DISPLAY OF COMPARATIVE OR DECISION-MAKING INFORMATION; MINIMUM VERBIAGE; NUMBERING, BOLD HEADINGS OR OTHER GRAPHICS TO MAKE CRITICAL STEPS/INFORMATION STAND OUT, ETC.)

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THE JOB AID CONTAINS THE FOLLOWING EIGHT SECTIONS

1. DEVELOP/REVIEW JOB AND TASK ANALYSIS PLAN
2. DEVELOP JOB-RELATED INFORMATION
3. DEVELOP TARGET POPULATION INFORMATION
4. DEVELOP TASK INVENTORY
5. CHOOSE TASK SELECTION MODELS
6. CONDUCT A SURVEY
7. SELECT TASKS FOR TRAINING
8. PERFORM TASK ANALYSIS OF TASKS SELECTED FOR TRAINING

**SECTION 1: DEVELOP/REVIEW JOB AND TASK ANALYSIS PLAN**

REVIEWING IS LARGELY A MATTER OF CHECKING AND SEEING THAT ALL INFORMATION IS THERE AND COMPATIBLE WITH THE USER'S NEEDS AND EXPECTATIONS. THE JOB AID FOR THIS, THEN, CONSISTS OF A CHECK-LIST OF QUESTIONS FOR THE REVIEWER TO ASK, ORGANIZED BY THE MAJOR SECTIONS OF THE PLAN. THE JOB AID FOR DEVELOPING CONSISTS OF A LIST OF THE MAJOR SECTIONS, WITH INSTRUCTIONS FOR THE INFORMATION WHICH SHOULD GO IN EACH.

SECTION 2: DEVELOP JOB-RELATED INFORMATION

SINCE THERE IS NO SEQUENCE FOR THIS ACTIVITY AND THE INFORMATION REQUIRED VARIES WITH THE SITUATION, THIS JOB AID CONSISTS OF A "MENU" OF POSSIBLE INFORMATION, WITH SUGGESTIONS OF WHERE TO FIND IT BESIDE EACH TYPE OF INFORMATION.



**SECTION 3: DEVELOP TARGET POPULATION DESCRIPTION**

**THIS IS THE SAME TYPE OF ACTIVITY AS DEVELOPING JOB-RELATED INFORMATION, AND  
USES THE SAME TYPE OF FORMAT.**

SECTION 4: DEVELOP TASK INVENTORY

THOUGH THIS ACTIVITY, OR PHASE, OF JOB/TASK ANALYSIS WILL ALSO BE VARIABLE, THERE IS A BASIC, PREFERRED SEQUENCE OF ACTIVITIES AT A GROSS LEVEL. THIS JOB AID, THEREFORE, IS PRESENTED IN A GENERAL "COOKBOOK" FORMAT, WITH MAJOR STEPS NUMBERED AND HIGHLIGHTED IN LARGE TYPE FACE.

#### SECTION 5: CHOOSE TASK SELECTION MODELS

THIS IS PRIMARILY A DECISION-MAKING ACTIVITY, FOR WHICH CLEAR-CUT, INFLEXIBLE GUIDELINES DO NOT EXIST. THE JOB AID FOR THIS, THEN, IS A COMPARISON CHART, DESCRIBING TYPES OF MODELS AND THEIR CHARACTERISTICS. THE JOB AID ALSO INCLUDES A CHART DISPLAYING THE DATA REQUIRED FOR EACH MODEL AND SUGGESTIONS FOR WHERE TO OBTAIN IT.

SECTION 6: CONDUCT A SURVEY

THE DECISION BETWEEN AOSP AND FIELD-SPONSORED SURVEY IS GUIDED BY A COMPARISON CHART. THE ACTIVITIES FOR EACH -- WHICH ARE GENERALLY SEQUENTIAL -- ARE GUIDED BY A LIST OF STEPS GIVEN IN BOLD-FACED TYPE.

SECTION 7: SELECT TASKS FOR TRAINING

THE PRIMARY ACTIVITY HERE IS A GENERALLY SEQUENTIAL ONE, FOCUSSED ON PREPARING FOR THE TASK SELECTION BOARD. THE JOB AID, THEN, CONSISTS OF A SERIES OF NUMBERED STEPS.

SECTION 8: PERFORM TASK ANALYSIS OF TASKS SELECTED FOR TRAINING

THIS SET OF ACTIVITIES HAS A PREFERRED SEQUENCE FOR LEARNING ABOUT THE TASK -- BUT THERE ARE DECISION-MAKING COMPONENTS, SINCE NOT ALL METHODS WILL BE APPROPRIATE IN ALL CASES. THE JOB AID THEREFORE CONSISTS OF A LIST OF TASK ANALYSIS METHODS IN PREFERRED SEQUENCE, ACCOMPANIED BY A COMPARISON/DECISION-MAKING CHART DESCRIBING CHARACTERISTICS. THE OTHER MAJOR ACTIVITY IS PREPARATION OF A TASK ANALYSIS WORKSHEET. THIS IS GUIDED BY MEANS OF INSTRUCTION-PLUS-EXAMPLES, FORMATTED IN THE WAY THEY APPEAR ON THE WORKSHEET, FOR EASE OF USE.